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ABSTRACT

This document includes a summary of the Laboratory's activities for the year ending November 30, 1970; the Laboratory's objectives and plans; and a proposed budget for the year ending November 30, 1971. There are seven major sections: 1) an introduction describing the Laboratory's role, specific target area of the educationally disadvantaged from the early childhood years through elementary school in Georgia, Florida, and Alabama, and process for engineering change; 2) the research and development processes; 3) a Laboratory overview consisting of a detailed operations matrix; 4) Laboratory programs including the communication skills program, preschool program, and program support activities; 5) budget summaries including rationale, resource allocations, and summaries of costs; 6) operational definitions; and 7) appendixes including the Laboratory organization charts, lists of governing boards and advisory bodies, charts of cooperative relationships for each program, the 1970 publications and reports index with definitions of the types of publication and a supplementary list of publications still available, and an equal employment opportunities report form. (MBM)

ED0 57013

# CONTRACTOR'S REQUEST FOR CONTINUED FUNDING

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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submitted by

SOUTHEASTERN EDUCATION LABORATORY
3450 International Boulevard
Atlanta, Georgia 30354

Contract # OEC-2-7-062869-3077

to the

DIVISION OF EDUCATIONAL LABORATORIES
NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
U. S. OFFICE OF EDUCATION
WASHINGTON, D. C.

September 15, 1970

SP005721

SOUTHEASTERN EDUCATION LABORATORY SEL

Suite 221, 3450 International Boulevard, Atlanta, Georgia, 30354—Telephone (404) 766-0951

September 15, 1970

Division of Educational Laboratories
Department of Health, Education and
 Welfare
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Gentlemen:

In accordance with USOE guidelines dated July 21, 1970, the Southeastern Education Laboratory submits herewith its annual Contractor's Request for Continued Funding. This document includes a summary of the Laboratory's activities for the year ending November 30, 1970; Laboratory objectives and plans; and a proposed budget for the year ending November 30, 1971.

We have noted with interest the emerging national priorities in education that coincide with the mission and programs of the Southeastern Education Laboratory. These national priorities, which include emphasis upon reading and early childhood education, are concerned with the disadvantaged child. The Laboratory has reexamined its efforts in order to delineate more specifically its major thrust and objectives during the next several years. The Laboratory has furnished the National Center for Educational Research and Development with recommendations for planning institute programs.

You will note that this document represents a significant departure from previous CRCF's because it clearly delineates and codifies those activities which, if adequately supported by the Division of Educational Laboratories, will insure that SEL can achieve its objectives and deliver evidence of its success in fulfilling its shared mission to alleviate educational disadvantages in the Southeast.

The objectives outlined in this request can be achieved within the funding level projected by multiplying our efforts through cooperative relationships with local, state, and national agencies and organizations. We need, however, to enlarge our scope of operations and intensify our efforts because of the serious education deficiencies existing in Georgia, Florida, and Alabama. SEL has in the past received a disproportionately small share of the funds appropriated by Congress for educational laboratories. Reasons for this deficiency include problems which have been both real and circumstantial. The fact remains, however, that if funds were distributed to the laboratories by a formula based upon the number of deprived students in the region and the educational needs of these children, we would enjoy a more equitable financial partnership with many of our sister organizations.

Because of the educational needs of the Southeastern region, SEL needs greater resources to effect change. The anticipated emphasis upon diffusion in which state departments of education, colleges and universities, and several other agencies at the local, state, regional and national levels will be involved makes higher funding imperative; therefore, we plan to submit a supplementary request for additional funds. We respectfully ask that this request be given serious attention by USOE officials.

It is hoped that in addition to an increase in the minimum funding level for program development, consideration will be given to SEL's need for its own properly equipped building. Most of our laboratory equipment is at least four years old and will need replacement within the near future. One example is the six mobile classroom units that are currently being used as testing centers. This is probably the last year that it will be economically feasible to continue to operate these six units.

Members of our Board and staff would welcome the opportunity to discuss this report with designated USOE representatives at any time.

Sincerely yours,

Kenneth W. Tidwell

Kenneth W. Tidwell
Executive Director

KWT:PAC

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# INTRODUCTION

## SEL'S MISSION AND ROLE FOR THE SEVENTIES

## INTRODUCTION

### SEL's Mission and Role for the Seventies[1]

For the present Contractor's Request for Continued Funding, the Division of Educational Laboratories has made more explicit the requirement that each Regional Education Laboratory will provide the following kinds of information:

- A description of the steps, stages, or phases in its product development/diffusion process.
- An indication of the criterion or criteria the Laboratory uses at each stage in deciding whether to advance a product from that stage to the next.
- A designation of the status of each of the Laboratory's current products in terms of the stage at which it now stands in the REL's own concept of the product development/diffusion process.
- A projection of each current product's completion date and cost.

SEL thinks that one intent of this added set of requirements is to bring greater meaning and precision to the continuing DEL-REL communication concerning Laboratory efforts and that another important intent concerns a task that is being increasingly required of DEL:

- to view and evaluate laboratories collectively in terms of their goals, programs, accomplishments, costs, and projections
- to compare the resulting factual findings and judgmental conclusions to the total funded mission for which the REL's (also the Research and Development Centers) were created.

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[1] Crippens, N. A. SEL Mission Statement. Atlanta: Southeastern Education Laboratory, 1970.

7

SEL, along with Bailey (1970), considers the total funded mission to be a substantial and continuing reduction in the lag of three or more decades between the following:

- The discovery and report of research information related to learning.
- The widespread use of educational practices that reflect the research information and improve learning.

There seems to be agreement on the general means through which R & D Centers and REL's may collectively reduce the lag. The improvement vehicles are to be carefully developed, innovative products, e. g. learning materials, instructional procedures, parent involvement plans, etc., or some combination of these. Because of the process through which they are to be developed, the innovative products are to be more effective than the current alternatives in the schools. In comparison with current alternatives, the new products are to benefit from more recent research information and are to be focused more carefully upon the actual needs of a designated target group or groups. Each selected product is to have explicit behavioral objectives which the learner is to achieve, and a set of criterion tasks whose successful performance indicates the learner's achievement of the objectives. The prototype components of the product are to undergo formative evaluation until a specified level of effectiveness has been obtained with a sample of target group learners. The successful prototype components of the product are to be orchestrated into a coordinated package and field tested one or more times with a representative sample of the target population in school classrooms or in whatever natural educational settings the sample usually occupies. The innovative product is to have profited from all revisions in its curriculum component, teacher training, etc., that were suggested by the field testing.

Concomitant with the development described above, and to some extent following it, a diffusion of the product is to take place. Local agencies will hear about the product, see it in operation in situations similar to their own, use it on a trial basis, and finally routinize it into their practices.

Although the total lag-reduction process is similar for all institutions, each REL is likely to differ from the others in its delineation of the various stages in the process, in how it describes each stage, in its advancement criteria, and in how it relates the development and diffusion aspects of its process. Consequently, DEL's added requirements in the current CRCF cause each REL to describe the process dimension of its specific current mission. SEL thinks that DEL required this description to precede the items on plans and accomplishments because it believes that the latter can be viewed more meaningfully in the perspective of the former. SEL shares this belief. SEL also believes that an REL's addition of two other dimensions will provide an even better perspective.

One of the dimensions is the target area. For the global mission of R & D's and REL's this includes all of the curriculum content and processes for which research can lead to better and/or more learning. It also includes all of the target population groups at all age-levels where learning can be increased and improved. The global mission includes all intermediary persons who can facilitate the learning of the target groups. It also includes all geographical sections in which the various groups live. By indicating its selections in each of these target areas, a Laboratory provides some of the description of its specific current mission.

Another dimension of the global mission can be used similarly. It concerns the role a given Laboratory will play. Once the selections have been made in the target area, whether permanently or temporarily, a Laboratory is faced with alternatives such as those suggested by the following questions:

1. What should be the role of the Laboratory with respect to other agencies that share its general mission? Where will they, as sharing and implementing groups, enter the Laboratory's product development/diffusion process?

2. In view of the urgent problems in the selected target area, should the Laboratory limit its diffusion efforts to its own products, or should it also diffuse promising products from other developers?

3. If the Laboratory is to deal with diffusion of products which it did not develop, what are the entry-exit combinations in the product development/diffusion process that promise greatest payoff?

4. If the Laboratory does not sponsor products through the last diffusion stage or stages, what implementing groups are to see them through? What assurances can be obtained to show that they will see them through?

The three dimensions present above--target area, role, and process--are used below to describe SEL's specific mission. Within each dimension, several selections have been made, some at different times.

## SEL's Specific Target Area

The overall target group of the Laboratory is the educationally disadvantaged. Within this group, the focus is on children from age 2 through grade 6--the early childhood years through elementary school.

The concentration is upon development of language and other cognitive skills but includes the affective and psychomotor domains insofar as they seem to contribute to cognitive development. The emphasis is upon curriculum, i.e., the planned interactions between children and an educational environment prescribed for them as part of their use of an SEL-sponsored product.

To some extent the nature and effectiveness of the prescribed educational environment are affected by the decisions and actions of administrators, teachers and parents. These persons are regarded as intermediate target groups and SEL attempts to influence their decisions and actions.

Geographically, the target area is confined to Alabama, Florida, and Georgia. However, because of similarity of population within this tri-state area and the remainder of the 17-state Southeastern region, the Laboratory findings are expected to be applicable to the larger area. And because the region exports many of its young people to various parts of the United States, the findings are expected to have national pertinence.

The foregoing decisions and expectations are not equally permanent. The decision to focus upon the educationally disadvantaged has the greatest permanence. It was made at the Laboratory's inception, was unanimous, and reflected recognition of a major national problem with its greatest manifestations in the Southeast. This decision has been confirmed repeatedly. Other decisions are less permanent. They indicate SEL's current estimates of its most promising focal points for assisting the disadvantaged. The estimates reflect information about the region, the nature of educational disadvantage, and the Laboratory's resources.

Since the term educational disadvantage has been used with a variety of meanings, SEL has made explicit the practical meaning it assigns to the term. The Laboratory regards educational disadvantage as the conflict between the high achievement requirements of a modern technological society and the low actual achievement of many persons in that society.

The core of society's requirements, even for industrial job-entry, as described by Silberman (1967) is concerned with communication skills:

> The worker must be able to follow written instructions, to read the bulletin board, to keep various kinds of records, to mast considerable technical knowledge. And he must be able to learn new skills, for nobody knows what job skills will be needed ten years from now.

The achievement requirements in communication skills also extend to areas other than the job (Bloom and others, 1965). Coleman (1966) describes their broader scope and its significance very clearly:

> The facts of life in modern society are that the intellectual skills which involve reading, writing, calculation, analysis of information, are becoming basic requirements for independence, for productive work, for political participation, for wise consumption.

A societal requirement includes the motivation, attitudes, and habits that are essential to developing the skills and using them productively.

A most important fact is that one need not wait until a person becomes an adult to determine if he is meeting the requirements. Society has used each of the following indicators as a basis for such judgments about the individual and about groups:

1. The quantitative educational status as indicated by number of school years completed.
2. The qualitative educational status of the adult as indicated by performance on standardized tests during grade 12 or later.

3. Enroute status of the young person, as indicated by test performance in critical areas--usually verbal ability, reading, and mathematics--at various grade levels.
4. School-entry status of the child as indicated by performance on readiness tests and/or various inventories of development.
5. Very early status of the child as indicated one or more years prior to school entry in terms of development in language and other selected areas.

On all of these indicators, there is considerable evidence that substantially large groups of people throughout America are failing miserably (Davis, 1948; Zacharias, 1964; Loretan and Umans, 1966; Frost, 1966; Bereiter, 1966; and Passow, 1967). These poor achievement groups are predominantly composed of rural whites, urban whites with recent rural background, blacks, Puerto Ricans, Mexican-Americans, and American Indians (Passow, 1967).

The failure for the nonwhite groups is evident in the school dropout rate (Forbes, 1967), years of schooling completed (U. S. Bureau of Census, March 1969), twelfth-grade test performance and lower test performance in the various earlier grades (Coleman, 1966).

For the white groups, evidence of failure is available on a rural-urban basis in some cases and on a metropolitan-nonmetropolitan basis in others. In each case, achievement levels favor the more densely populated areas. The differences, though substantial, are not quite as large as those for the nonwhite groups (Coleman, 1966).

For the South, including SEL's tri-state region, the two major groups who are achieving least in terms of standardized test performance are blacks and rural whites. Nationally on the various indicators, the South's blacks stand last among all nonwhite groups, and its rural (nonmetropolitan) whites stand last among all white groups in rural areas (Coleman, 1966).

The test performance differences are evident at various grade levels, even as low as first grade (Coleman, 1966). The gap, evident first in verbal skills, usually remains greatest there, but also spreads to other cognitive skills (Kennedy, 1963 and 1969; Coleman, 1966). Inasmuch as the communication skills constitute the core of society's achievement requirements, the practical educational disadvantage of these groups is clear.

Several facts emphasize the significance and explosiveness of the practical problem. The separation into achieving and nonachieving groups follows ethnic and social class lines, virtually the same as those for economic prosperity and poverty. Parents in the nonachieving poverty group also tend to have proportionately more of the children who become adults in that group. Thus, they may be said to provide educationally disadvantaging backgrounds. Both parents and children tend to hold themselves in low esteem as a reflection of the low esteem in which they are held by more prosperous groups. The content and procedures of the schools largely reflect the needs of the latter groups, and most of the teachers come from these more prosperous groups. Although education is virtually the sole escape route for children from educationally disadvantaged backgrounds, the various foregoing conditions tend to close this route. Its apparent closure bodes ill for the excluded individuals, the region, and the nation.

Crucial to dealing with the educationally disadvantaged is the issue of regarding learning difficulties as primarily genetically based (Jensen, 1969) or, environmentally based to a considerable extent (Bloom, 1964; and others). Jensen (1969) alleges that the environmental point of view assumes that every child is equal to the average child in genetic ability to learn. This is not an accurate allegation about the environmental point of view. The position is that, although people in any group are distributed widely in intelligence, a considerable portion of each individual's functional intelligence as measured by present tests is a result of his interactions with his environment, particularly in the first four or more years of his life. Some crucial research findings which support this point of view concern identical twins, the only pairs of persons scientifically regarded as possessing identical intelligence in terms of genetic endowment. Several of the studies in which identical twins were reared apart have been analyzed and summarized by Bloom (1964). When members of a pair were reared apart in circumstances similar in intellectual provisions, their measured IQ's were quite analogous. When other twins were reared in quite contrasting circumstances, their IQ's were different, in some cases as much as 20 IQ points. This is slightly more than the usual difference found between the averages for the majority group and various disadvantaged groups.

The curriculum implications of these two points of view are quite different. In the first case, one would seek curricula aimed at the low-level, terminal skills that are needed for tasks regarded as undesirable by most adults. In the latter case, since the groups who are predominantly disadvantaged educationally are also those rearing children in unfavorable environments, the suggestion is that interaction with more intellectually stimulating environments would improve the children's functional abilities, whatever the genetic basis may be. From this point of view, one would seek curricula aimed at development of skills that permit competition with one's age-peers. The Laboratory has selected this latter alternative.

Some of the research basic to this point of view indicates the early development and pervasiveness of a culture upon the individual (Kluckhohn, 1965). A variety of research analyzed in aggregates by Bloom (1964) emphasizes the child's early development of a language system, the centrality of language in cognitive development, and the general determining effect of the first four years of his life. All of this seems to suggest the appropriateness of

SEL's concentration upon preschool and elementary school education in language and other cognitive skills.

## Specific SEL Role

Even within its specific target area, SEL shares its mission with many agencies--public and private--local, state, regional, and national. Consequently, the Laboratory has begun the development of the distinctive role it will play. The role is shaped by the following ideas:

- Cooperate with the sharing agencies.
- Identify crucial tasks within the specific mission area that are not being performed now or urgently need to be performed better.
- Select one or more of the high priority tasks and obtain assistance from some of the sharing agencies in performing them.
- Operate so as to maximize the impact of the Laboratory's own efforts and increase that of the sharing agencies.

Some of the first and continuing aspects of the role are concerned with inventorying resources. Questions to be answered in this area are:

- Where are the best and most recent analytic reviews or research in the specific mission area?
- What individuals along the cutting edge of the research are available to aid in identification of research information sources essential to the mission?
- What are the best sources of previous studies, particularly in the region, concerned with the target population?

- What agencies, particularly in the region, are interested in the foregoing kinds of information, and how may data they have collected be obtained?
- What agencies in the region other than the public schools actually fund and/or conduct programs for SEL's target groups?
- How can SEL and these agencies be mutually helpful?

The Laboratory's work on questions such as these never reaches completion. However, it has already revealed several major needs in the target area:

1. to bring together from a variety of sources research information, some so recent as to not be published
2. to analyze with a common set of criteria the educational products that have had all or most of the careful development described earlier
3. to enable each of the several agencies sharing SEL's mission in the region to be aware of the other agencies and their activities
4. to aid a variety of agencies that are already being funded to conduct programs for the target groups; to do so by introducing an appropriate innovative product to them, monitoring its use, and assessing its effectiveness.

A further aspect of SEL's role is the development and continuous updating of a knowledge base to meet the first two needs. In addition to information from ERIC and other published sources, the Laboratory has turned to the prepublication copies of R & D Centers, REL's, and other sharing agencies. It has also turned to consultants along the cutting edge of research, both individually for their prepublication materials and in small groups for knowledge-base conferences.

Toward the third, the Laboratory has not yet developed a written product but has developed an exchange of information and a variety of working relationships with selected agencies in the region. A cooperatively developed list of agencies with their goals, activities, and accomplishments seems to be indicated as a desirable next step. Periodic updating would also be helpful.

For information about the target population, the Laboratory has relied initially upon data from its field test sites and from other agencies. Some examples are the normative studies of Kennedy (1963 and 1969) on Negro intelligence and achievement in Alabama, Florida, Georgia South Carolina, and Tennessee; and the annual Title I and Title III data from each participating county in the region and summary data from each state. A next step already begun is a systematic collection of data to fill in gaps and remove conflicts in the data information from sharing agencies.

### SEL Process for Engineering Change

Much of what has been specifically described above is incorporated into a larger context on the following pages as the SEL Strategy-Selection Process. It is followed by a description of the complete SEL Product Development/Diffusion Process as conceptualized by the Laboratory. Within the complete process, SEL plays a role that has some similarities and some differences for different products.

The basic facts underlying the similarities are the Laboratory's shared mission and an attempt to maximize the impact of its resouces. Because of these facts, the Laboratory, in its product testing, provides only the following items for the product:

- Evaluation design
- Teacher orientation
- Follow-up teacher training
- Other adult orientation and training if required
- Curriculum materials
- Monitoring
- Instruments and administration for prescribed testing and other forms of data collection
- Processing and interpretation of field test data

All of the more expensive items such as child transportation, childcare, instructional personnel, facilities, utilities, etc., are provided by the local sponsoring agency. One exception is the provision of the Readimobiles for use in outlying rural sites. Originally, these were donated to the Laboratory.

An aspect in which SEL deals differentially with products grew out of the urgent need in the region for (1) immediate introduction of innovative products in the elementary schools, and (2) provision of models for the current pilot preschool programs that are the forerunners of soon-to-be-established kindergartens throughout the region. These needs caused SEL to extend its efforts beyond the development of its own products.

Before testing other products, the Laboratory turned to its knowledge base to establish criteria for product selection. It also consulted directly with a variety of developers and reviewed its available test sites. The intent was to develop appropriate product/site matches.

One of the important findings of this review was that few extant innovative products meet all of the criteria for a fully exportable product (clear rationale, behavioral objectives, criterion-referenced tests, learning materials, teacher training materials, and user's guide for administrators and others). This is particularly true of promising products that have been produced by a single developer and his staff. The missing element is likely to be exportable teacher training materials and user's guide. For materials otherwise effective but developed before the widespread emphasis on behavioral objectives, both the objectives and a criterion-referenced test are likely to be missing. The Laboratory sees itself as playing a crucial role in helping developers to improve promising materials by developing and testing additional elements. A stipulation is that developer and/or publisher must agree that all revisions resulting from these efforts be incorporated in the next published edition of the product and that the product be priced within reach of most school districts within the region.

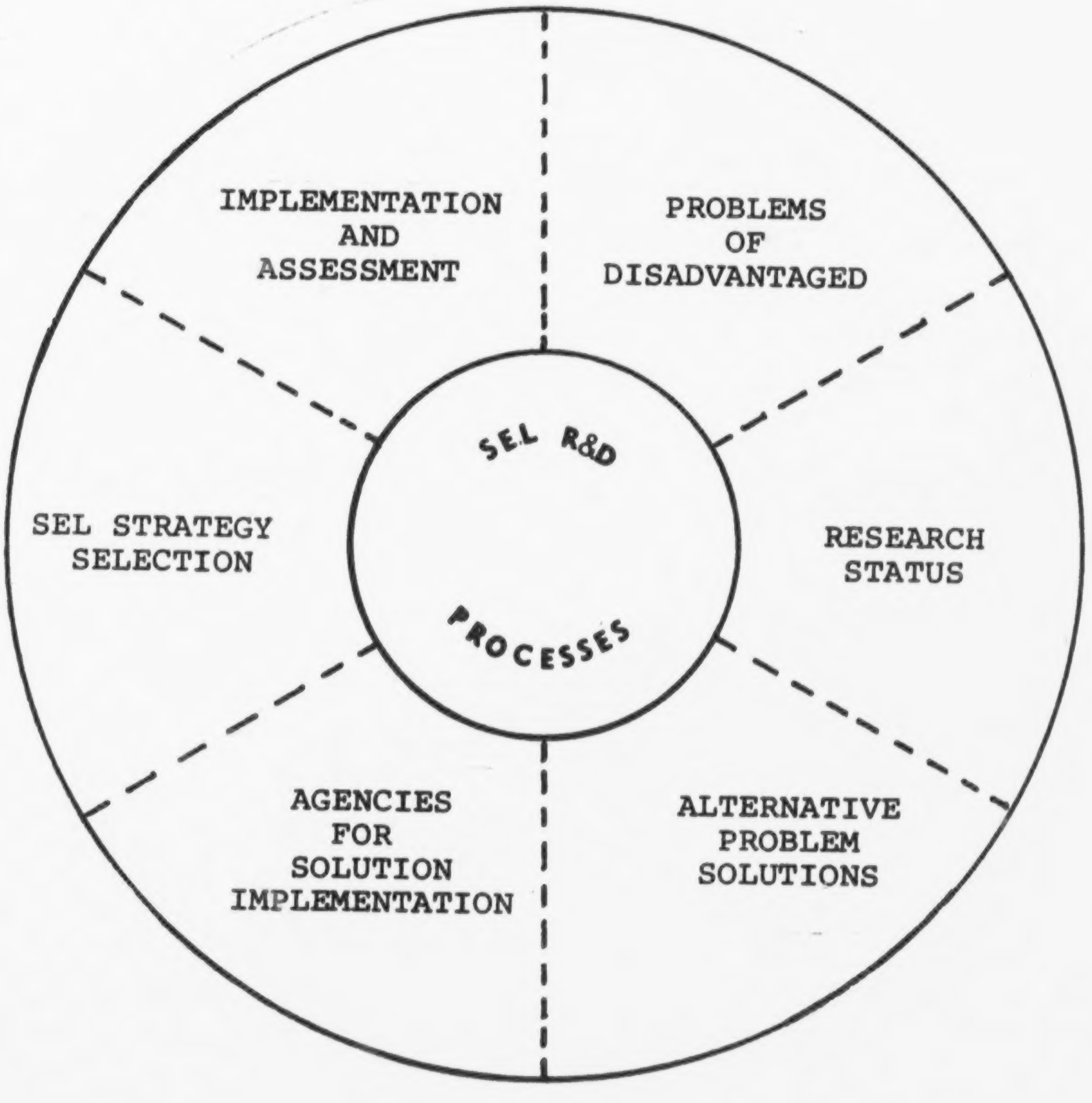
The overall intentions of all the product testing is

1. to introduce more rapidly into the region a variety of the carefully developed innovative products
2. to ascertain the effectiveness of each product for specified target groups

3. to identify needed revisions and have them made by the developer through agreements
4. to develop agreements and working relationships with agencies that will insure sponsorship of products through the installation stage. (Work toward written agreements to support this intent is still in its early stages. An important support in this direction is the fact that representatives from many of the agencies serve on the Laboratory's Regional Council and Executive Board).

# THE RESEARCH AND DEVELOPMENT PROCESSES OF SEL

THE PROCESS OF ENGINEERING CHANGE IN THE SOUTHEAST


SEL R&D
PROCESSES
IMPLEMENTATION AND ASSESSMENT
PROBLEMS OF DISADVANTAGED
RESEARCH STATUS
ALTERNATIVE PROBLEM SOLUTIONS
AGENCIES FOR SOLUTION IMPLEMENTATION
SEL STRATEGY SELECTION

# THE RESEARCH AND DEVELOPMENT PROCESSES OF SEL[1]

One of the major breakthroughs in problem solving has been the development of technologies in education which facilitate processed and validated solutions for classroom use. These solutions are defined as exportable methods and materials which will produce specified outcomes with designated target populations. Completed products have been sufficiently tested so that outcomes are reliably achieved in a natural setting. One facet in SEL's distinctive role is to select the most promising of these products or to develop a product to meet a particular need of disadvantaged children. This role encompasses specified activities necessary for effecting changes in classroom operations that will benefit the disadvantaged child.

The Laboratory's efforts to reach and assist disadvantaged children are accomplished through the use of convergence and process techniques which pinpoint realistic objectives. One process concerns strategic planning and rationale for decision making; the second process concerns product development and diffusion. Both may be described as processes for engineering change.

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[1] Barnes, Edward G., and William F. Coulton. The Strategy Selection Process and the Product Development/ Diffusion Process. Atlanta: Southeastern Education Laboratory, 1970.

## The Strategy Selection Process

The Strategy Selection Process is a cyclic and continuous process of data gathering and decision making which guides the Laboratory in its choice of programs, activities, and products. It is also used as a management and resource base for operation of the Product Development/Diffusion Process. The six steps of the Strategy Selection Process are (a) internal/external methods generation; (b) problem identification; (c) research base and status; (d) alternative solution survey; (e) implementation agency survey; and (f) the determination of a strategy for selection and/or development of a proposed product on the basis of the information provided by the preceding five steps.

The Strategy Selection Process provides the justification for the creation of a new project, program, or activity or the placement of an extant or developing product in the Product Development/Diffusion Process matrix.

STRATEGY SELECTION PROCESS

| STAGES | PURPOSE | TANGIBLE OUTCOMES | CRITERIA FOR MOVING TO NEXT STAGE |
|---|---|---|---|
| a<br>INTERNAL/EXTERNAL METHODS GENERATION | Management system for process operation | Procedures, manuals and policies involving internal staff and expected implementation agencies | Obtaining sufficient information to specify problem search activities with cooperation of other agencies |
| b<br>PROBLEM IDENTIFICATION | Identification of practical problems relating to disadvantaged children and correlaries | Reports and recommendations regarding choice of problems, rationale, alternatives, etc. | Advisor/management decision that problems have been specified clearly, and problem statements provide directions for search of literature |
| c<br>RESEARCH STATUS | Review of research on identified problems to determine amount, kind, and quality of data available, including implications, synthesis of meanings and generalization; identification of causal relationships | Monographs which point to what is known as well as what is not known about the problem; suggested areas of new investigations or further searches in other areas; possible changes in problem statement and establishment of new priorities for Laboratory development | Advisor/management decision of best alternatives for further consideration in terms of next stage |
| d<br>ALTERNATIVE PROBLEM SOLUTION | Review of engineering strategies developed to solve problems; including extant products and other proposed solutions | Reports which point to alternative means of solving problems with product or other specifications noted; tentative agreements and constraints noted | Advisor/management decision of best alternatives chosen for further consideration in terms of next stage |
| e<br>AGENCIES FOR SOLUTION IMPLEMENTATION | Determination of the number and type of agencies necessary for implantation of solution to produce specified outcomes | Proposal in which agency involvements, agreements, and time/resource/activity plans are specified regarding product or other selection interventions | Advisor/management decision that cooperative plans can be effected |
| f<br>STRATEGY SELECTION | Selection of program, component, or product which offers optimal development/diffusion time/cost benefits | Complete problem/solution proposal, including all written agreements with agencies, time/resource specifications, costs and expected outcomes for inclusion in work plans, budget requests, CRCF, BPP | Decision that plan can be carried out within the context of Laboratory operations, and resources are obtained for implementation |

## The Product Development/Diffusion Process (PD/DP)

The Product Development/Diffusion Process is a multi-step and multi-level process in which selected extant or new products are moved from drawing board into long-term classroom use. A number of the steps in this process overlap and occur simultaneously. The development phase of the PD/DP occurs in twelve steps while the diffusion phase occurs simultaneously at a number of levels in three steps. The twelve steps of the development phase of the process are:

A. Formulation
B. Specification
C. Instrumentation
D. Procedure Generation
E. Formative Evaluation
F. Revision Cycle 1
G. Product Integration
H. Summative Evaluation
I. Revision Cycle 2
J. Product Review and Process Evaluation
K. Product Demonstration
L. Product Installation

The three overlapping steps of the diffusion phase of the Product Development/Diffusion Process are (1) Dissemination, (2) Demonstration, and (3) Installation.

The three diffusion steps occur at two points of reference: internal and external. The internal referent point is that diffusion which is required to convince the generating staff of the proposed product's reliability in performing according to its specifications. The external referent point is that diffusion directed to the using publics. Optimally this diffusion will cause the using public to routinize that product into its operations.

PRODUCT DEVELOPMENT/DIFFUSION PROCESS

| STEPS | PURPOSE | TANGIBLE OUTCOMES | CRITERIA FOR MOVING TO NEXT STAGE |
|---|---|---|---|
| A<br>FORMULATION | The conceptualization of a product, based on research, which may be used after development, to improve learning | General description of product, target population, purpose<br>Rationale<br>Project Prospectus | Positive review on basis of product review criteria and consultative opinion |
| B<br>SPECIFICATION | Specific delineation of instructional objectives of product | Identification of:<br>behavior to be observed; minimum standard of performance; conditions of measurement. Working Paper. | Accomplishment of specification level activities |
| C<br>INSTRUMENTATION | The selection of tasks which indicate when each of the behavioral objectives has been achieved | Determination that learners do not already possess terminal behaviors product is designed to achieve; target population does/does not exhibit entry and enroute behaviors. Revision/refinement, projected specifications. | Justification and validation of decisions made about the product by generating and administering prototype items to sample of target population |
| D<br>PROCEDURE GENERATION | Development of learning materials | Prototype or exemplary materials which approximate expected finished product | Readiness of prototype materials for pilot test |
| E<br>FORMATIVE EVALUATION | Evaluating the materials by testing with small group of learners under closely supervised classroom conditions | Data demonstrating degree of performance of product | Results which indicate success according to specifications.<br>(Negative: recycle or terminate) |
| F<br>REVISION CYCLE 1 | Revision/refinement to produce greatest possible effect on learner | Revised materials for further pilot testing (or)<br>Refined materials | Achievement of acceptable level of performance among learners |
| G<br>PRODUCT INTEGRATION | Packaging the product in form for use with target population | User's manual;<br>Learner materials;<br>Supplementary materials;<br>Field test<br>Prospectus | Favorable review by field staff and outside agents of small scale test of portion of product |
| H<br>SUMMATIVE EVALUATION | Extensive use with groups of learners or users in schools serving target population | Data on congruency of results with specifications of product<br>Technical Report | Performance equal to specifications (Negative: termination unless rectifiable reasons readily identifiable) |
| I<br>REVISION CYCLE 2 | Revision/refinement (expected to be minor) | Revised materials for further field test (or) Refined materials | Acceptable level of learner performance |
| J<br>PRODUCT REVIEW PROCESS EVALUATION | Determination of product's readiness for demonstration and installation | Copies for demonstration sites<br>Publication for limited and selected audiences<br>Agreements for further development and diffusion | Determination that method of development performed according to intent |
| K<br>PRODUCT DEMONSTRATION | Exporting the product by the use of various stages and techniques of diffusion | Determination of best method for future widespread distribution<br>Feedback to determine modifications | Assessment of product relevance for target population |
| L<br>PRODUCT INSTALLATION | Continuing exportation of product with emphasis of "involvement training" | Determination of distribution and marketing agents | Product is routinized into operation with minimal and amortized assistance from developer and publisher |

## STEPS IN PRODUCT DEVELOPMENT

L. Product Installation: Concerted efforts to export the product through "involvement training" with the product.

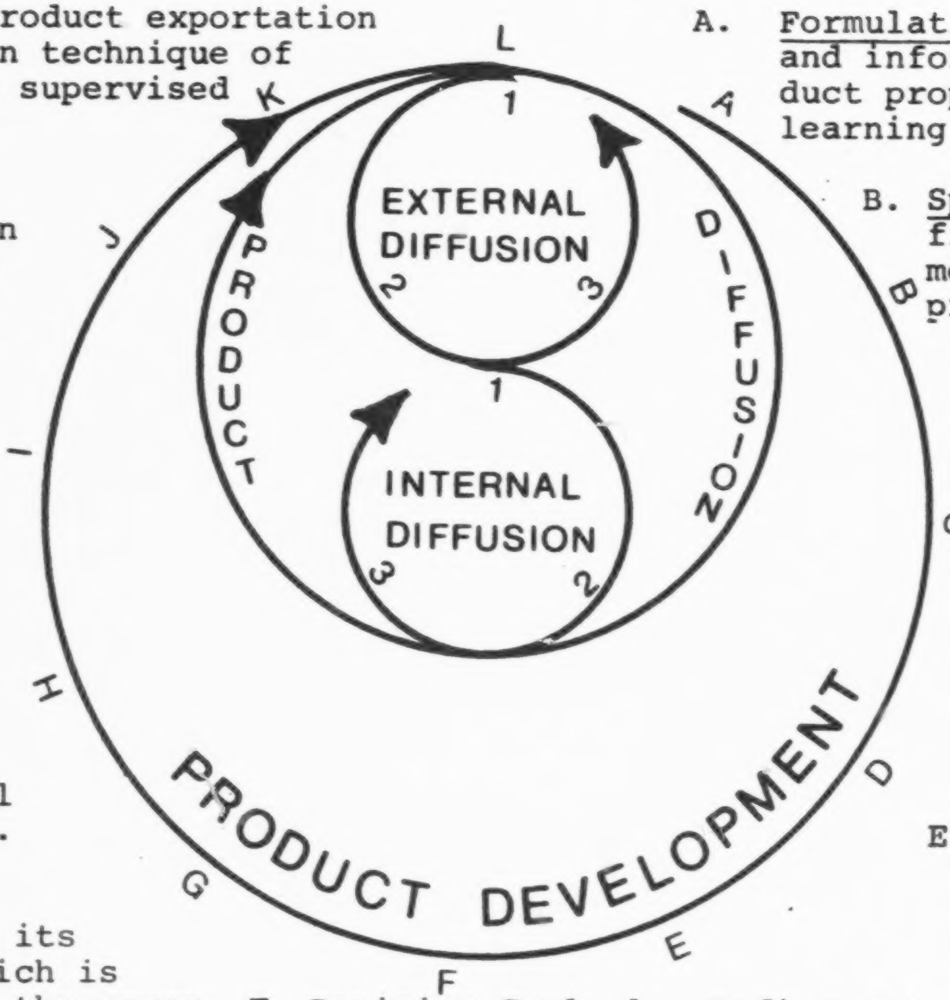
K. Product Demonstration: Product exportation primarily by the diffusion technique of "showing" under minimally supervised conditions.

J. Product Review-Process Evaluation: Determination that the product is ready for demonstration and an assessment of how effectively the product was produced.

I. Revision Cycle 2: Refinement or minor revision if summative test revealed rectifiable reasons for recycling.

H. Summative Evaluation: Testing the product's effectiveness under normal but supervised conditions.

G. Product Integration: Packaging the product and its components into a form which is effective and pleasing to the users.



A. Formulation: Translation of research and information into an innovative product proposal that may be used to improve learning.

B. Specification: Documenting specific items which regard the attainment of the objectives of the proposed product.

C. Instrumentation: Selection of representative parts of specifications that may be utilized to test the proposed product.

D. Procedure Generation: Construction of learner and teacher activities which will fulfill the specifications of the design or the proposed product.

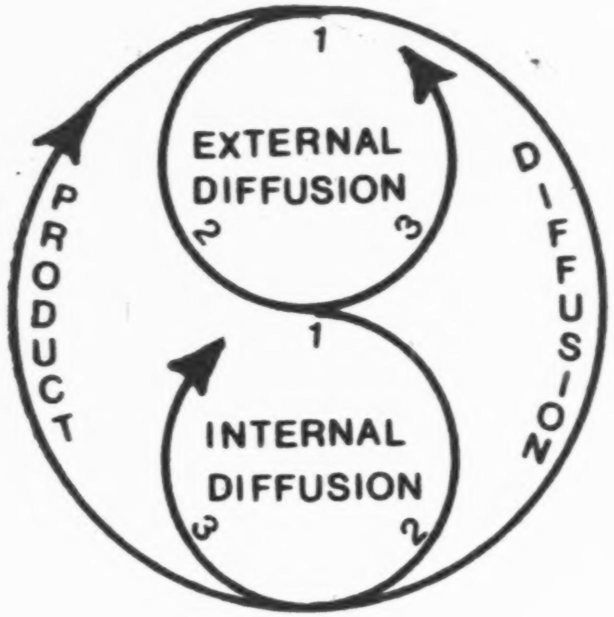
E. Formative Evaluation: Unit-by-unit testing of the proposed product methods, content, and materials under real or simulated field conditions. This step is often called the pilot test.

F. Revision Cycle 1: Refinement for further development or revision and recycling if formative test results were negative.

# STEPS IN PRODUCT DIFFUSION

The Diffusion Process is a process that involves information consumption, social interaction, and changes in behavior through which an innovation is assimilated into an individual, a group, or a system. This diffusion occurs at varying rates of change through individuals, groups and systems by a process of internalization and externalization of the innovation. Internal refers to the diffusion that is necessary to convince the developing staff of the proposed product's validity. External diffusion is that effort aimed at using publics.

1. Dissemination is the first and continuing step in the diffusion process leading from awareness to product reality and conviction of the product's effectiveness.



3. Installation is a continuation of the effort to export the product. Successful installation requires that the product be routinized into operation with minimal and amortized assistance from developers.

2. Demonstration is the second step in the diffusion process. Demonstration provides an opportunity for a target population to examine and assess the operating qualities of the product or innovation.

# LABORATORY OVERVIEW

## SEL OPERATIONS MATRIX 1970-71
## (SUPPLEMENT I)

# SEL OPERATIONS MATRIX
# 1970-71

# SE

800 Laboratory Management

REGIONAL COUNCIL
BOARD OF DIRECTORS
EXECUTIVE DIRECTOR

**SOUTHEASTERN EDUCATION LABORATORY** has a responsibility that is shared with local school systems, state departments of education, colleges and universities, and other local, state, regional, and national agencies. This responsibility is to:

REDUCE
EDUCATIONAL DISADVANTAGES
OF CHILDREN
LIVING IN
ALABAMA, FLORIDA, AND GEORGIA.

The problems of the disadvantaged are many, and the numbers of disadvantaged are large; thus SEL has, of necessity, chosen to work in two major areas for reasons founded on widely accepted research conclusions:

COMMUNICATION SKILLS -- Central to all learning is the acquisition of reading, writing, listening, and speaking skills.

PRESCHOOL -- The earlier an intervention is offered, the greater is the chance for ameliorating educational disadvantages.

In its quest for exportable methods and materials, SEL develops or identifies, selects, and tests products which will produce specified outcomes with designated populations.

Two major processes insure application of the Laboratory's efforts to appropriate problems in the most feasible manner.

THE STRATEGY SELECTION PROCESS encompasses strategic planning and rationale for decision making that guides the Laboratory in its choice of programs, activities, and products.

THE PRODUCT DEVELOPMENT/DIFFUSION PROCESS is a multi-level, multi-step process in which selected extant or new products are moved from conception to exported product. Included at all levels are diffusion strategies aimed at accomplishing long-term classroom usage of the developing product.

## COMMUNICATION SKILLS PROGRAM 100

Goal: To improve the language and communications skills of educationally disadvantaged children, primarily in levels K through 6.

This goal will be achieved through the development, modification, and dissemination of instructional products designed to meet the skill development needs of the target population. The Communication Skills Program was initiated in 1967 by SEL as its major programmatic effort. The program focuses on the development/selection, testing, and revision of language arts instructional elements that have demonstrable effectiveness when used with educationally disadvantaged pupils. During FY 70, the program was involved in the development of an element of a kindergarten language arts curriculum which may be used as a readiness activity or a complement to the reading element in grade 1. Thirty-two lessons were pilot tested in two mobile classrooms. Based upon the data gathered from the pilot test, the lessons underwent revision and will be recycled for a pilot test in FY 71.

According to SEL's Product Selection Criteria, the reading program under development at the Wisconsin Research and Development Center was chosen by the Laboratory for field testing. The first part of the *Wisconsin Design for Reading Skill Development* will be tested in September 1970 and will involve approximately 1850 children in grades 1–3.

### INSTRUCTIONAL MATERIALS COMPONENT 110

Objective: To identify, select and/or develop, pilot/field test, evaluate, and modify instructional products which may be effective in improving the reading, writing, speaking, or listening skills of disadvantages children.

### TEACHER COMPONENT 120

Objective: To develop or select teacher materials, techniques, and to provide prodecures for implementing instructional products that are selected or developed by SEL.

## PRESCHOOL PROGRAM 200

Goal: To increase disadvantaged children's language skills and other cognitive abilities related to subsequent success in school tasks through immediate intervention in early childhood education.

The Preschool Program is an attempt to meet the urgency of the Southeast's low achievement problem. The goal will be achieved through the tryout of instructional products and product parts designed to develop these skills and abilities.

The Preschool Program's major efforts in 1970 were toward planning long- and short-range interventions and objectives. Product-level as well as program-level objectives were formulated, based upon knowledge gained from a review of target population data, and early education programs and products.

By capitalizing on the accomplishments of the Readimobile Project, which involved six mobile classrooms, the Preschool Program is refining and testing a *Criterion-Referenced Test* and *Teacher Checklists* for the Peabody Language Development Program, Level P. The Karnes Ameliorative Program is also being field tested at the summative evaluation stage.

### CURRICULUM COMPONENT 210

Objective: To determine the extent to which each selected product leads to increased achievement; to provide supplementary materials considered necessary for the increased effectiveness of a proven product.

### TEACHER TRAINING COMPONENT 220

To maximize recommended use of the instructional products to be (a) formatively evaluated or (b) field tested by providing teacher

# SEL OPERATIONS MATRIX

## Product Developme

ERIALS 110
select and/
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products that
oped by SEL.

OMPONENT 210
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increased achieve-
de supplementary
ered necessary for
effectiveness of a

AINING 220
ecommended use of
al products to be
y evaluated or (b)
y providing teacher
ticipating school site

|  | A<br>FORMULATION | B<br>SPECIFICATION | C<br>INSTRUMENTATION | D<br>PROCEDURE GENERATION | E<br>FORMATIVE EVALUATION | F<br>REVISION CYCLE |
|---|---|---|---|---|---|---|
| 111<br>To compensate for the language disabilities of five-year-old children by developing SEL/Project Language Level II. | •1A Base Established<br>•2A Rationale | •3B Instructional Objectives<br>•4B Criterion Tests K 1-32 | •5C Realibility Determination K 1-32 | •6D Instructional Materials K 1-32<br>+14D Instructional Materials K 33-180 | •7E Pilot Test K 1-32<br>•11E Test Site Selection<br>• 12E Pretest Recycle K 1-32<br>•13E Pilot Test Recycle K 1-32 | •8F Materials Revision K 1-32<br>•9F Evaluation Revision K 1-32<br>•10F Rationale Refinement |
| 112<br>To increase the writing ability of children by developing *A Generative Approach for Teaching Writing.* |  |  |  | •1D Prototype Lessons, Unit 1<br>•2D Prototype Pre-Post, Unit 1<br>•3D Criterion Referenced Test Unit 1 |  |  |
| 113<br>To determine if pupil achievement is facilitated by participation in SWRL's First-Year Communication Skills Program. |  |  |  |  |  |  |
| 121<br>To increase pupil achievement by providing a Teacher's Handbook for SEL/Project Language, Level II pupil materials. | •1A Product Conceptualization | •2B Initial Product Preparation | •3C Evaluation Specifications | •4D Prototype Preparation |  | +5F Product Refinement |
| 122<br>To maximize the usefulness of the Resource File Component of WDRSD: Word Attack by compiling a compendium of published materials used in field test schools. |  |  |  |  |  |  |
| 123<br>To maximize the usefulness of the Resource File Component of WDRSD: Study Skills by compiling a compendium of published materials used in field test schools. |  |  |  |  |  |  |
| 124<br>To increase pupil achievement in reading by providing teachers with WDRSD: Word Attack. |  |  |  |  |  |  |
| 125<br>To increase pupil achievement in reading by providing teachers with WDRSD: Study Skills. |  |  |  |  |  |  |
| 126<br>To maximize the use of SEL/PL Level II materials by providing teacher training to participating school personnel. |  |  |  |  | •1E Teacher Training Conference<br>•2E Conference Report<br>+3E Training Conference |  |
| 211<br>To develop a *Criterion Referenced Test* in order to allow more precise determination of the effectiveness of PLDK, Level P. |  |  |  | •1D Initial Version PLDK 1-50<br>•5D Initial Version PLDK 51-100<br>+6D initial Version PLDK 101-180<br>+7D Formative Test PLDK 1-180<br>+8D Assessment PLDK 1-180 | •2E Validity Test PLDK 1-50 | •3F Work<br>•4F Revisio<br>PLDK 1-50 |
| 212<br>To augment the effectiveness of PLDK, Level P, by developing and testing *Teacher Checklist Guide Sheets.* |  |  |  | •1D Initial Version PLDK 1-30<br>•3D Initial Version PLDK 31-180<br>+5D Revised Version PLDK 31-180 | •2E Evaluation PLDK 1-30<br>+4E Formative Test Report, PLDK 1-30 | +6F Revision Refinement 1-180 |
| 213<br>To determine the extent to which *Karnes Ameliorative Program* (KAP) leads to development of language and other cognitive skills in target populations varying in age and ethnicity. |  |  |  |  |  |  |
| 221<br>To maximize recommended use of PLDK, the *Checklist,* and the *Test* by providing teacher training to participating school personnel. |  |  |  |  | •1E Teacher Training PLDK Workshop (Checklists)<br>•3E Teacher Training PLDK Workshop (Test)<br>+4E Teacher Feedback (Formative) |  |
| 222 |  |  |  |  |  |  |

# 970-71

# Product Development / Diffusion Process

|  | D | E | F | G | H | I | J | K | L |
|---|---|---|---|---|---|---|---|---|---|
| ON | PROCEDURE GENERATION | FORMATIVE EVALUATION | REVISION CYCLE 1 | PRODUCT INTEGRATION | SUMMATIVE EVALUATION | REVISION CYCLE 2 | PRODUCT REVIEW & PROCESS EVALUATION | PRODUCT DEMONSTRATION | PRODUCT INSTALLATION |
|  | *6D Instructional Materials K 1-32<br>+14D Instructional Materials K 33-180 | *7E Pilot Test K 1-32<br>*11E Test Site Selection<br>* 12E Pretest Recycle K 1-32<br>*13E Pilot Test Recycle K 1-32 | *8F Materials Revision K 1-32<br>*9F Evaluation Revision K 1-32<br>*10F Rationale Refinement |  |  | +15i Dissemination K 1-32 |  |  |  |
|  | *1D Prototype Lessons, Unit 1<br>*2D Prototype Pre-Post, Unit 1<br>*3D Criterion Referenced Test Unit 1 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  | *4D Prototype Preparation |  | +5F Product Refinement |  |  |  |  |  |  |
|  |  |  |  | *1G Initial Compilation<br>*2G Workshop Report<br>+5G Refinement | +3H Feedback To Developer<br>+4H Quality Verification |  |  |  |  |
|  |  |  |  | +1G Initial Compilation<br>+2G Workshop Report |  |  |  |  |  |
|  |  |  |  | *1G Staff Training | *2H Trainers Conference<br>*3H Trainers Conference Report<br>*4H Summative Test<br>*5H Data Collection (Reaction)<br>+6H Feedback To Developer<br>+7H Technical Report |  |  |  |  |
|  |  |  |  |  | +1H Trainers Conference<br>+2H Trainers Conference Report<br>+3H Summative Test |  |  |  |  |
|  |  | *1E Teacher Training Conference<br>*2E Conference Report<br>+3E Training Conference |  |  |  |  |  |  |  |
|  | *1D Initial Version PLDK 1-50<br>*5D Initial Version PLDK 51-100<br>+6D Initial Version PLDK 101-180<br>+7D Formative Test PLDK 1-180<br>+8D Assessment PLDK 1-180 | *2E Validity Test PLDK 1-50 | *3F Working Paper<br>*4F Revision, PLDK 1-50 |  |  |  |  |  |  |
|  | *1D Initial Version PLDK 1-30<br>*3D Initial Version PLDK 31-180<br>+5D Revised Version PLDK 31-180 | *2E Evaluation PLDK 1-30<br>+4E Formative Test Report, PLDK 1-30 | +6F Revision/ Refinement, PLDK 1-180 |  |  |  |  |  |  |
|  |  |  |  | *1G Staff Training | *2H Summative Test<br>*3H Site Visits by Developer/Staff<br>*4H Interim Assessment<br>+6H Continuation of 3H, 4H, 5J<br>+7H Summative Test Report |  | *5J Feedback To Developer<br>+8J Summative Assessment |  |  |
|  |  | *1E Teacher Training PLDK Workshop (Checklists)<br>*3E Teacher Training PLDK Workshop (Test)<br>+4E Teacher Feedback |  |  | *2H Teacher Training PLDK Workshop (Checklists)<br>+5H Teacher Feedback |  |  |  |  |

objectives were formulated, based upon knowledge gained from a review of target population data, and early education programs and products.

By capitalizing on the accomplishments of the Readimobile Project, which involved six mobile classrooms, the Preschool Program is refining and testing a *Criterion-Referenced Test* and *Teacher Checklists* for the Peabody Language Development Program, Level P. The Karnes Ameliorative Program is also being field tested at the summative evaluation stage.

**TEACHER TRAINING COMPONENT** 220

To maximize recommended use of the instructional products to be (a) formatively evaluated or (b) field tested by providing teacher training to participating school site personnel.

## SEL STRATEGY SELECTI

**PLANNING, RESEARCH AND EVALUATION (PRE)** 500

The purpose of the PRE function is to provide the essential knowledge base, plans, educational products, evaluation designs, and evaluative information that contribute to the Laboratory's achievement of its mission.

Because of the nature of SEL's work, all of the Laboratory's professional staff have responsibility for conducting activities that involve some aspects of planning, research, or evaluation. Information is gathered, analyzed and synthesized on a variety of subjects ranging from target population to research and development efforts of other agencies. PRE activities provide a delineation of alternative courses of action with proposed choices, and reasons for selecting those choices.

The data collection, synthesis and application activities are continuous. These efforts are assessed in terms of the extent to which they contribute to the goals and objectives of the Laboratory.

**PLANNING AND RESEARCH** 510

To provide information required for key decisions in the Laboratory's programs and to develop plans for implementing the decisions.

**EVALUATION** 520

To evaluate products, programs, and plans as a means of obtaining information to improve the Laboratory's operation.

**TESTING, INSTALLATION, AND FIELD ACTIVITIES** 600

Objective: To field test, demonstrate, and otherwise assist in the product development/diffusion process at the local school level to assist in the improvement of school performance of disadvantaged pupils.

Activities include testing, demonstrating, and showing how products may be used by the teacher and integrated into the school program with optimum results under natural school conditions. Work is conducted with school administrators, teachers, school boards, and others who determine change in the classroom.

| | a<br>METHODS GENERATION | b<br>PROBLEM IDENTIFICATION | c<br>RESEARCH STATUS | d<br>ALTERNA PROBLEM SOLUTIO |
|---|---|---|---|---|
| 511<br>To develop and keep current plans for obtaining, organizing, and storing a variety of data essential to key decisions of the Laboratory, and to implement those plans. | *1a 4 Procedure Manuals<br>+5a Refinement Retrieval System<br>+6a Refinement Data Analysis | *2b Target Population Data<br>+7b Continue 2b | *3c, 4c Knowledge Base Conference Reports<br>+8c Continue Data Collection | +9d Pr Collec<br>+10d P Surve Age 2 |
| 512<br>To provide the information required for key decisions by analyzing and synthesizing the collected data. | | *1b Data Analysis<br>+5b Continue 1b | *2c Data Analysis<br>+6c Continue 2c | *3d SEL Monogr<br>*4d Prod Identific |
| 513<br>To develop plans for various entry/exit combinations in the product development process through which products will be moved. | | | | |
| 514<br>To formulate and develop specifications for one or more instructional products to improve cognitive functioning in children. | | | | |
| 521<br>To specify sets of criteria for selection of instructional products and for selection of field test sites. | | | | *1d Produc Objective<br>*2d Criteri Products<br>*3d Criteri Site Selec<br>+4d Produc Objective<br>+5d Criteri Site Selec |
| 522<br>To identify promising products and to select a number of the most promising products for field test in the region. | | | | |
| 523<br>To develop the evaluative design for formative and summative evaluation of instructional products and to interpret the results. | | | | |
| 524<br>To evaluate the extent to which the Laboratory is meeting its goals and objectives. | | | | |
| **DATA COLLECTION** 610<br>To gather quantitative and qualitative data within the Region as specified. | | *2b Regional Data Collection<br>+4b Continue 2b | | |
| **SITE SELECTION** 620<br>To select test locations and alternatives based upon knowledge of product specifications and local conditions. | | | | |
| **TEST INSTALLATION** 630<br>To acquire written agreements and develop the conditions at the test site that will ensure successful entry of products for test or demonstration. | | | | |
| **TESTING AND MONITORING** 640<br>To conduct field tests and monitoring tasks. | | | | |

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**212**

To augment the effectiveness of PLDK, Level P, by developing and testing *Teacher Checklist Guide Sheets.*

**213**

To determine the extent to which *Karnes Ameliorative Program* (KAP) leads to development of language and other cognitive skills in target populations varying in age and ethnicity.

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**220**

recommended use of
nal products to be
y evaluated or (b)
y providing teacher
rticipating school site

**221**

To maximize recommended use of PLDK, the *Checklist,* and the *Test* by providing teacher training to participating school personnel.

**222**

To maximize recommended use of Karnes Ameliorative Program by providing teacher training to participating school personnel.

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|---|---|---|---|---|---|
| | | | | | |
| | | | •1D Initial Version PLDK 1 30<br>•3D Initial Version PLDK 31 180<br>+5D Revised Version PLDK 31 180 | •2E Evaluation PLDK 1 30<br>+4E Formative Test Report, PLDK 1 30 | +6F Revisio Refinemen 1 180 |
| | | | | | |
| | | | | •1E Teacher Training PLDK Workshop (Checklists)<br>•3E Teacher Training PLDK Workshop (Test)<br>+4E Teacher Feedback (Formative) | |
| | | | | | |

# RATEGY SELECTION PROCESS

| b | c | d | e | f | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| LEM TIFICA | RESEARCH | ALTERNATIVE PROBLEM SOLUTION | AGENCIES FOR SOLUTION IMPLEMENTATION | STRATEGY SELECTION | | | | | | |
| inue 2b | •3c, 4c Knowledge Base Conference Reports<br>•8c Continue Data Collection | +9d Product Collection<br>+10d Product Survey Age 2 12 | | | | | | | | |
| inue 1b | •2c Data Analysis<br>+6c Continue 2c | •3d SEL Monograph # 4<br>•4d Product Identification | | | | | | | | |
| | | | | •1f Revision SEL Mission Statement<br>•1f Revision D/D Process<br>•1f Production Program Plans<br>+2f Revision Program Plans | •1A Refinement Rationale SEL/PL<br>•2A Formulation PLDK (P) Tests & Checklists | •3B Specifications For 2A | | | | |
| | | | | | | | | | | |
| | | •1d Product Objectives (P)<br>•2d Criteria, Products<br>•3d Criteria, Site Selection<br>+4d Product Objectives (E)<br>+5d Criteria, Site Selection | | | | | | | | |
| | | | •1e Product Identification<br>•2e WDRSD WA<br>•2e PLDK, P<br>•2e KAP<br>+3e Product Selection | | | | | | | |
| | | | | | | | | | •1E Evaluation Design, PLDK (P)<br>•1E Evaluation Design, SEL/PL | |
| | | | | | | | | | •1E Assessment SEL/PL<br>•1E Assessment PLDK–Test<br>•1E Assessment PLDK–Checklists | |
| •2b Regional Data Collection<br>+4b Continue 2b | | | | | | | | | | |
| | | | | | | | | | •1E SEL/PL<br>•3E PLDK–Test<br>•4E PLDK Checklists | |
| | | | | | | | | | •1E SEL/PL<br>•3E PLDK–Test<br>•4E PLDK–Checklists | |

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|---|---|---|---|---|---|---|---|---|
| +8D Assessment PLDK 1-180 | | | | | | | | |
| *1D Initial Version PLDK 1-30<br>*3D Initial Version PLDK 31-180<br>+5D Revised Version PLDK 31-180 | *2E Evaluation PLDK 1-30<br>+4E Formative Test Report, PLDK 1-30 | +6F Revision/ Refinement, PLDK 1-180 | | | | | | |
| | | | *1G Staff Training | *2H Summative Test<br>*3H Site Visits by Developer/Staff<br>*4H Interim Assessment<br>+6H Continuation of 3H, 4H, 5J<br>+7H Summative Test Report | | *5J Feedback To Developer<br>+8J Summative Assessment | | |
| | *1E Teacher Training PLDK Workshop (Checklists)<br>*3E Teacher Training PLDK Workshop (Test)<br>+4E Teacher Feedback (Formative) | | | *2H Teacher Training PLDK Workshop (Checklists)<br>+5H Teacher Feedback (Summative) | | | | |
| | | | | *1H Teacher Training<br>*2H Monitoring of Implementation<br>*3H Teacher Feedback<br>+5H Continuation Of 2H, 3H<br>+6H Feedback to Developer | | | | |
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| | *1E Evaluation Design, PLDK (P)<br>*1E Evaluation Design, SEL/PL | | | *2H Evaluation Design, WDRSD:WA<br>*2H Evaluation Design, KAP<br>+3H Evaluation Designs, 71-72 | | | | |
| | *1E Assessment SEL/PL<br>*1E Assessment PLDK – Test<br>*1E Assessment PLDK – Checklists | | | +2H Assessment 70-71 Field Tests | | | | |
| | | | *1G Base Line Data Collection, WDRSD:WA<br>+3G Base Line Data Collection WDRSD:SS | | | | | |
| | *1E SEL/PL<br>*3E PLDK – Test<br>*4E PLDK-Checklists | | *2H WDRSD:WA<br>*5H KAP<br>+6H WDRSD:SS<br>+7H PLDK – Test<br>+8H PLDK – Checklists<br>+9H SWRL | | | | | |
| | *1E SEL/PL<br>*3E PLDK – Test | | *2H WDRSD WA | | | | | |

**EVALUATION** 520

To evaluate products, programs, and plans as a means of obtaining information to improve the Laboratory's operation.

| | | | | |
|---|---|---|---|---|
| 521 To specify sets of criteria for selection of instructional products and for selection of field test sites. | | | | *1d Product Objectives<br>*2d Criteria, Products<br>*3d Criteria, Site Selectio<br>+4d Product Objectives<br>+5d Criteria, Site Selectio |
| 522 To identify promising products and to select a number of the most promising products for field test in the region. | | | | |
| 523 To develop the evaluative design for formative and summative evaluation of instructional products and to interpret the results. | | | | |
| 524 To evaluate the extent to which the Laboratory is meeting its goals and objectives. | | | | |

**TESTING, INSTALLATION, AND FIELD ACTIVITIES** 600

Objective: To field test, demonstrate, and otherwise assist in the product development/diffusion process at the local school level to assist in the improvement of school performance of disadvantaged pupils.

Activities include testing, demonstrating, and showing how products may be used by the teacher and integrated into the school program with optimum results under natural school conditions. Work is conducted with school administrators, teachers, school boards, and others who determine change in the classroom.

| | | | | |
|---|---|---|---|---|
| **DATA COLLECTION** 610<br>To gather quantitative and qualitative data within the Region as specified. | | *2b Regional Data Collection<br>+4b Continue 2b | | |
| **SITE SELECTION** 620<br>To select test locations and alternatives based upon knowledge of product specifications and local conditions. | | | | |
| **TEST INSTALLATION** 630<br>To acquire written agreements and develop the conditions at the test site that will ensure successful entry of products for test or demonstration. | | | | |
| **TESTING AND MONITORING** 640<br>To conduct field tests and monitoring tasks. | | | | |
| **DEMONSTRATION** 650<br>To demonstrate products to potential field test site personnel and others in coordination with Program personnel. | | | | |
| **DIFFUSION** 660<br>To develop relationships between local school personnel and other agencies to effect widespread use of products. | | | | |

**STAFF SERVICES** 700

Staff Services provide logistic, technical and administrative assistance in completing the product development/diffusion nature of the Laboratory. The primary responsibilities are the maintenance of the Laboratory finances and purchasing, plant care, and inventory. Other services are documentation, files, storage, office space, public information programs, and audio-visual and duplication services.

**INFORMATION SERVICES**
To provide the Laboratory with an information support system which will maximize the effectiveness of SEL within and outside the region; and, to provide material production services which will insure the quality of completed products

**DUPLICATION SERVICES**
To support Laboratory efforts by reproducing materials generated for use by staff, field test personnel, and others as needed

**AUDIO-VISUAL SERVICES**
To support Laboratory efforts by collecting audio and videotapes of classroom activities, recording inservice training programs, and producing special programs for use internally and externally

**BUSINESS SERVICES**
To maintain all financial, purchasing, and other records; and, to propose policies and procedures which will facilitate the functioning and accountability of the Laboratory

| | | | | |
|---|---|---|---|---|
| 711 Collection | ▨ | ▨ | ▨ | ▨ |
| 712 Production | ▨ | ▨ | ▨ | ▨ |
| 713 Dissemination | ▨ | ▨ | ▨ | ▨ |
| 714 Presentation | ▨ | ▨ | ▨ | ▨ |
| 715 Editing | ▨ | | ▨ | ▨ |
| 716 Graphics | ▨ | | ▨ | ▨ |
| 717 Packaging | ▨ | | ▨ | ▨ |
| 718 Dissemination | ▨ | | ▨ | ▨ |
| 721 Duplication | ▨ | | ▨ | ▨ |
| 731 Collection | | ▨ | | |
| 732 Production | | ▨ | | |
| 733 Presentation | | ▨ | | |
| 741 Financial Reporting | ▨ | ▨ | ▨ | ▨ |
| 742 Budgeting | ▨ | ▨ | ▨ | ▨ |
| 743 Purchasing | ▨ | ▨ | ▨ | ▨ |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | • 1d Product Objectives (P)<br>• 2d Criteria, Products<br>• 3d Criteria, Site Selection<br>+ 4d Product Objectives (E)<br>+ 5d Criteria, Site Selection | | | | | | | |
| | | | | • 1e Product Identification<br>• 2e WDRSD:WA<br>• 2e PLDK, P<br>• 2e KAP<br>+ 3e Product Selection | | | | | | |
| | | | | | | | | | | • 1E Evalua<br>Design, PL<br>• 1E Evalua<br>Design, SE |
| | | | | | | | | | | • 1E Assess<br>SEL/PL<br>• 1E Assess<br>PLDK - 1<br>• 1E Assess<br>PLDK -<br>Checklists |
| | • 2b Regional Data Collection<br>+ 4b Continue 2b | | | | | | | | | |
| | | | | | | | | | | • 1E SEL/PL<br>• 3E PLDK<br>• 4E PLDK |
| | | | | | | | | | | • 1E SEL/PL<br>• 3E PLDK<br>• 4E PLDK |
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| | | | | | | | | |
| | *1E Evaluation Design, PLDK (P)<br>*1E Evaluation Design, SEL/PL | | | *2H Evaluation Design, WDRSD:WA<br>*2H Evaluation Design, KAP<br>+3H Evaluation Designs, 71-72 | | | | |
| | *1E Assessment SEL/PL<br>*1E Assessment PLDK–Test<br>*1E Assessment PLDK–Checklists | | | +2H Assessment 70-71 Field Tests | | | | |
| | | | *1G Base Line Data Collection, WDRSD:WA<br>+3G Base Line Data Collection WDRSD:SS | | | | | |
| | *1E SEL/PL<br>*3E PLDK–Test<br>*4E PLDK-Checklists | | *2H WDRSD:WA<br>*5H KAP<br>+6H WDRSD:SS<br>+7H PLDK–Test<br>+8H PLDK–Checklists<br>+9H SWRL | | | | | |
| | *1E SEL/PL<br>*3E PLDK–Test<br>*4E PLDK–Checklists | | *2H WDRSD:WA<br>*5H KAP<br>+6H WDRSD:SS<br>+7H PLDK–Test<br>+8H PLDK–Checklists<br>+9H SWRL | | | | | |
| | | | *1H Monitoring WDRSD:WA Inservice<br>*2H Diagnostic Tests WDRSD:WA<br>*3H Monitoring Implementation WDRSD:WA<br>*4H Administration Pretest, KAP<br>*5H Monitoring Implementation, KAP<br>+6H Continuation, 3H<br>+7H Administration Criterion–Referenced Tests, WDRSD:WA<br>+8H Monitoring Inservice, WDRSD:SS<br>+9H Administration Diagnostic Test WDRSD:SS<br>+10H Monitoring Implementation WDRSD:SS<br>+11H Administration Posttest, KAP | | | | | |
| | | | | | | | | |
| | | | | | | | | |

## SEL OPERATIONS MATRIX KEY

* Accomplished
+ Anticipated

100 = Communication Skills Program
200 = Preschool Program
500 = Planning, Research & Evaluation Division
600 = Testing, Installation, and Field Activities
700 = Support Services
800 = Laboratory Management

Program Elements
  110 or 210 = Component
  111 or 211 = Activity
  111.1 or 211.1 = Task
  111.1A or 211.1A = Product Development Process Stage

Planning, Research & Evaluation Division
  510 = Resources Unit
  520 = Evaluation Unit
    511 = Activity
    511.1 = Task
    511.1a = Strategy Selection Process Stage

Testing & Installation Division
    610, 620, 630 = Activities
    611, 621, 631 = Tasks

Support Services
    710, 720, 730 = Activities
    711, 721, 731 = Tasks

# LABORATORY PROGRAMS

## LABORATORY PROGRAMS

There are two major programs in operation at SEL. These are the Communication Skills Program and the Preschool Program. Each is treated separately and follows a format including (1) abstract of basic program plan; (2) schematic overview; (3) record of accomplishments and projected accomplishments (Exhibit A); (4) product development status summary (Exhibit B); (5) product descriptions; and, (6) abstract of test data.

In reviewing these sections for each program, attention is called to the SEL Operations Matrix 1970-71 (Supplement I) and the legend which identifies the coding system used in the Matrix. The coding system is keyed directly to the Exhibit A and Exhibit B Sections. The numerical and alphabetical designations for tasks indicate the sequence as well as the stages within which products are being developed. The SEL Operations Matrix 1970-71 (Supplement I) should be used by the reader as the remaining parts of this document are examined.

# COMMUNICATION SKILLS PROGRAM

## ABSTRACT

## BASIC PROGRAM PLAN[1]

## COMMUNICATION SKILLS PROGRAM

The Communication Skills Program was initiated in 1967 by the Southeastern Education Laboratory as its major programmatic effort. The anticipated educational outcome of the program is the improvement of the language and communication skills of educationally disadvantaged children, primarily in levels K through 6. This goal will be achieved through the development, modification, and dissemination of instructional products designed to meet the skill development needs of the target population.

Two interrelated components comprise the Communication Skills Program. Objectives and procedures have been established for each component. The Instructional Materials Component is concerned with field testing and evaluating classroom instructional products which have been either developed at the Southeastern Education Laboratory or selected from the array of products produced by other educational agencies. In coordination with the Instructional Materials Component activities, the Teacher Component will develop or select teacher training

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[1] Communication Skills Program. *Basic Program Plan*. Atlanta: Southeastern Education Laboratory, 1970.

materials for the instructional products field tested and will conduct the inservice workshops for participating school personnel.

During recent years, educational research and development agencies have made efforts to develop research-based, validated materials and procedures for improving education. The Southeastern Education Laboratory is seeking ways to relate to these efforts in order to (1) facilitate the diffusion of validated products that are needed in the Southeast, (2) assist in the rapid solution of existent educational problems in the Southeast through cooperative efforts and shared responsibility with other research and development agencies, (3) avoid duplication of successful research and development efforts.

The Communication Skills Program, through the Instructional Materials Component, will identify, select, develop and field test instructional products which in combination will be complementary in the establishment of an instructional system. The accumulation of these instructional products in various sequences and patterns will provide interested educational agencies a means by which their local and situational needs may be fulfilled.

SEL will use field test efforts as bases for refining its installation system procedures for effective diffusion of educational products. The experience gained in working with other educational agencies will also provide guidelines for future cooperative efforts with product developers.

The procedure for most field testing will focus on the validation of instructional products, the provision of information for product modification if needed, and the diffusion of the validated product. The initial phase involves using the product in its present stage of refinement to determine whether or not its components (instructional materials, teacher's manual, training materials, and installation procedures) are effective. By using the product with a sample of students in the Southeast, SEL will be able to assess the effectiveness and appropriateness of the product in meeting specific needs.

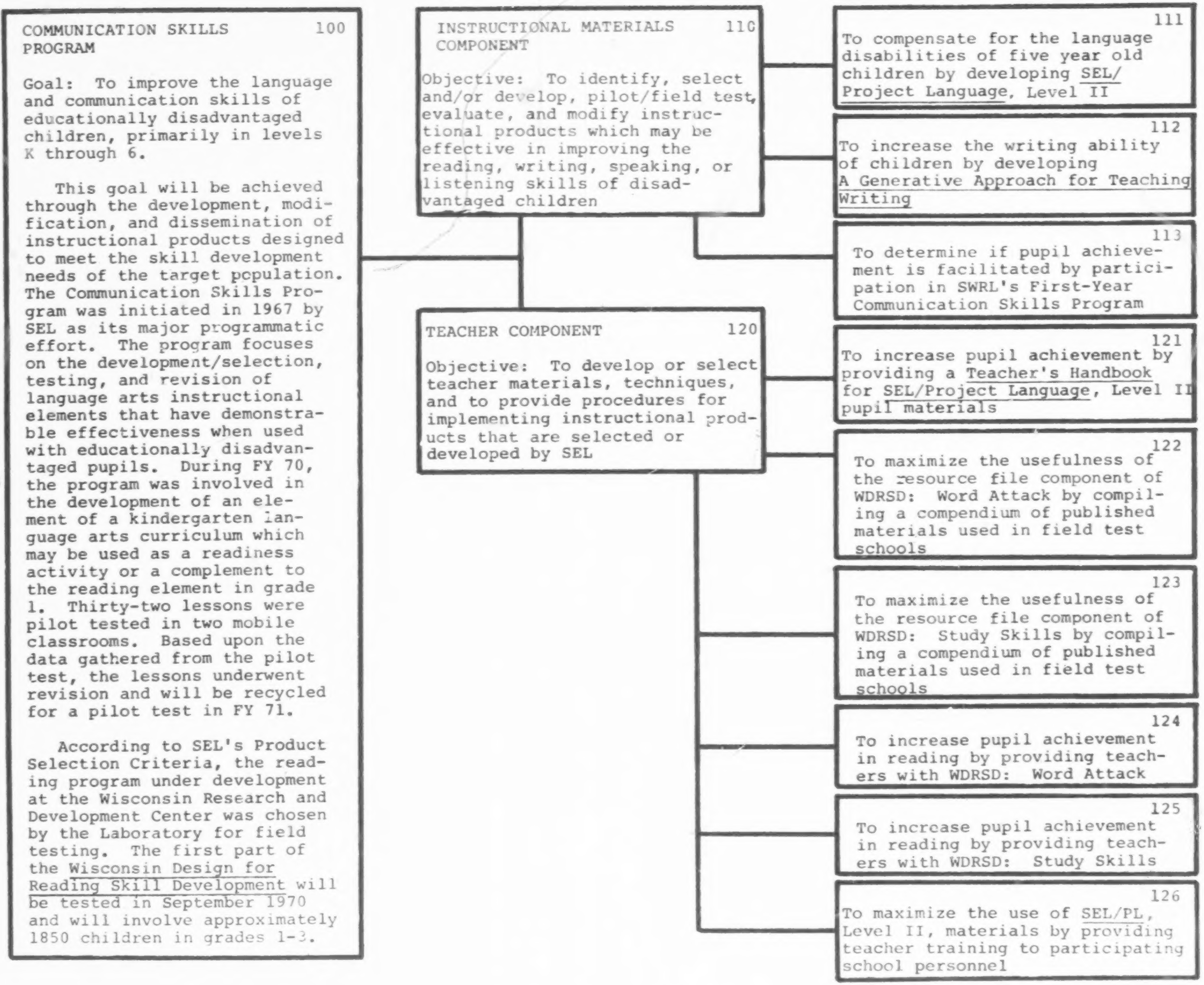
After the effectiveness of the product has been documented with students in the Southeast, efforts will be directed toward wide-scale regional diffusion of the validated product. This will involve informing educational practitioners about the product, demonstrating its use, and facilitating its installation. Field test sites and limited demonstration centers will be utilized to diffuse the product throughout the Southeast.

Communication Skills Program will also select, modify, adapt, and develop a list of product level objectives in reading, listening, speaking and writing. This list will essentially define the Laboratory's best estimate of the parameters, by instructional system in terms of cognitive, psychomotor, and affective domains of learning with a major emphasis on cognition. These product-level objectives will be revised periodically to reflect recent educational research. They will be selected by the Laboratory for testing and will provide the framework for examining combinations of products for assembling an instructional system. They will also offer a means by which the overlap of combined instructional products may be identified.

The accumulation of supplementary instructional products that may be sequenced into patterns for alternate approaches toward an instructional system is a process requiring numerous field tests over a long period of time. The success of these products in field testing and installation and the extent of their use by schools depend on wide acceptance and use according to specifications by those responsible for delivering the instructional product to the student.

Because the success of most instructional products depends on the teacher as an intervening variable to gain optimal as well as uniform delivery, the Laboratory has necessarily decided to emphasize teacher training as another component of its Communication Skills Program.

The identification of instructional products, and the listing of product selection criteria are endeavors which require a heavy initial effort but which subsequently become more mechanical. The sequencing of instructional products and the installation procedures (which require teacher training) of these products will require relatively larger amounts of resources in terms of time and costs. Teacher training, employing various media, will be provided for each instructional product. Generally the majority of time and costs for the program will be devoted to teacher training, installing products, and monitoring the implementation.



**COMMUNICATION SKILLS PROGRAM** 100

Goal: To improve the language and communication skills of educationally disadvantaged children, primarily in levels K through 6.

This goal will be achieved through the development, modification, and dissemination of instructional products designed to meet the skill development needs of the target population. The Communication Skills Program was initiated in 1967 by SEL as its major programmatic effort. The program focuses on the development/selection, testing, and revision of language arts instructional elements that have demonstrable effectiveness when used with educationally disadvantaged pupils. During FY 70, the program was involved in the development of an element of a kindergarten language arts curriculum which may be used as a readiness activity or a complement to the reading element in grade 1. Thirty-two lessons were pilot tested in two mobile classrooms. Based upon the data gathered from the pilot test, the lessons underwent revision and will be recycled for a pilot test in FY 71.

According to SEL's Product Selection Criteria, the reading program under development at the Wisconsin Research and Development Center was chosen by the Laboratory for field testing. The first part of the Wisconsin Design for Reading Skill Development will be tested in September 1970 and will involve approximately 1850 children in grades 1-3.

**INSTRUCTIONAL MATERIALS COMPONENT** 110

Objective: To identify, select and/or develop, pilot/field test, evaluate, and modify instructional products which may be effective in improving the reading, writing, speaking, or listening skills of disadvantaged children

111 To compensate for the language disabilities of five year old children by developing SEL/Project Language, Level II

112 To increase the writing ability of children by developing A Generative Approach for Teaching Writing

113 To determine if pupil achievement is facilitated by participation in SWRL's First-Year Communication Skills Program

**TEACHER COMPONENT** 120

Objective: To develop or select teacher materials, techniques, and to provide procedures for implementing instructional products that are selected or developed by SEL

121 To increase pupil achievement by providing a Teacher's Handbook for SEL/Project Language, Level II pupil materials

122 To maximize the usefulness of the resource file component of WDRSD: Word Attack by compiling a compendium of published materials used in field test schools

123 To maximize the usefulness of the resource file component of WDRSD: Study Skills by compiling a compendium of published materials used in field test schools

124 To increase pupil achievement in reading by providing teachers with WDRSD: Word Attack

125 To increase pupil achievement in reading by providing teachers with WDRSD: Study Skills

126 To maximize the use of SEL/PL, Level II, materials by providing teacher training to participating school personnel

Record of Actual and Projected Accomplishments

Exhibit A

COMMUNICATION SKILLS PROGRAM

Instructional Materials Component: To identify, select and/or develop, pilot/field test, evaluate, and modify instructional products which may be effective in improving the reading, writing, speaking, or listening skills of disadvantaged children

Activity 111 Objective: To compensate for the language disabilities of five year old children by developing SEL/Project Language, Level II

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments<br>Estimated 1970 Costs $118,813 | | Estimated 1971 Costs $73,427<br>Staff # 2.00 # 1.70 |
| .1A Establishment of a sound base for the development of a language program for Level II, Kindergarten by refining the program's general description and purpose<br>.2A Construction of the justification, need and rationale of the product<br>.3B Preparation of product instructional objectives based upon desired terminal behaviors<br>.4B Preparation of criterion tests for entry, enroute and terminal behaviors<br>.5C Determination of reliability and validity (.4B)<br>.6D Preparation of instructional materials, SEL/PL, 1-32, Level II (K)<br>.7E Formative evaluation of materials in two mobile classrooms (69-70)<br>.8F Revision of materials based upon data gathered in tryout during (summer 1970) for further formative evaluation<br>.9F Revision of evaluation procedures and techniques<br>.10F Refinement of rationale<br>.11E Selection of pilot test sites<br>.12E Administration of pretest using SEL's Criterion-referenced Test and Caldwell Preschool Inventory<br>.13E Formative evaluation of revised SEL/PL Lessons 1-32 (Fall, 1970) | Lessons 2-32 met the established criterion of 80 percent pupil achievement on 80 percent of the posttest objectives.<br>The need for revision was indicated by the fact that 40 percent of the initial pupil pretest responses were correct on 32 percent of the lesson objectives. Evaluation indicated that revision of Lessons 1-32 warranted a recycle of formative evaluation (pilot test) over a six-week period for the purpose of minor revision. | .14D Development of SEL/PL Lessons 33-180, Level II (K), to provide a full year language program<br>.15I Determination of readiness of SEL/PL, Level II, Lessons 1-32 for dissemination |
| Actual Accomplishment(s)<br>Actual Costs $68,970<br>Staff # 3.4 # 2.82<br>All 1970 expected accomplishments achieved | | Explanation of Costs: Previous Experience |

Record of Actual and Projected Accomplishments

Exhibit A

COMMUNICATION SKILLS PROGRAM
Instructional Materials Component
Activity 112 Objective: To increase the writing ability of disadvantaged children by developing instructional materials for A Generative Approach for Teaching Writing

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments — Estimated 1970 Costs $3,600 | | Estimated 1971 Costs $ N/A<br>Staff # N/A # N/A |
| .1D Completion of prototype lessons for the first unit on sentences and non-sentences<br>.2D Completion of prototype pre- and posttest for each lesson<br>.3D Completion of prototype criterion-referenced test to use as pre- and posttest for entire unit | Great potential and need exist for this development; however, development has been postponed because of greater need in Level II, SEL/PL. SEL will continue to collect data on writing, grades 3-6. | Continued development postponed. |
| Actual Accomplishment(s) — Actual Costs $2,090<br>Staff # .10 # .09<br>All 1970 expected accomplishments achieved | | Explanation of Costs: N/A |

## Record of Actual and Projected Accomplishments

Exhibit A

COMMUNICATION SKILLS PROGRAM

Teacher Component: To develop teacher materials, techniques, and provide procedures for implementing instructional products that are selected or developed by SEL

Activity 121 Objective: To increase pupil's achievement by providing Teacher's Handbook for use with SEL/Project Language, Level II, pupil materials

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments — Estimated 1970 Costs $36,004 | | Estimated 1971 Costs $29,370<br>Staff # .82 # .68 |
| .1A Formulation of a statement of curriculum philosophy and general program objectives<br>.2B Initial development of SEL/PL Teacher's Handbook, Level II (K), including specification of lesson sequence, and presentation and organization of accompanying realia<br>.3C Selection of specific evaluation strategies and techniques<br>.4D Preparation and formative evaluation of SEL/PL Teacher's Handbook, Level II (K) | The appropriate orientation procedures and teacher materials have been produced. | .5F Revision/refinement of Teacher's Handbook, SEL/PL, Level II (K) (Use is not confined to teachers involved in testing SEL/PL.) |
| Actual Accomplishment(s) — Actual Costs $20,900<br>Staff # 1.03 # .86<br>All 1970 expected accomplishments achieved | | Explanation of Costs: Task Analysis |

## Record of Actual and Projected Accomplishments

Exhibit A

COMMUNICATION SKILLS PROGRAM
Teacher Component
Activity 122 Objective: To maximize the usefulness of the Resource File component of WDRSD: Word Attack by compiling a compendium of published materials used in field test schools

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments<br>Estimated 1970 Costs $21,603 | | Estimated 1971 Costs $14,685<br>Staff # .41 # .34 |
| .1G Initial compilation of Resource File for WDRSD: Word Attack<br>.2G Preparation of WDRSD: Word Attack Resource File Workshop Report | The Resource File will be used by teachers continually throughout the year and will serve as a model for additional references to be entered at the local level. | .3H Continual feedback to product developers<br>.4H Verification of the quality of WDRSD: Word Attack Resource File for SEL's region<br>.5H Production of refined WDRSD: Word Attack Resource File |
| Actual Accomplishment(s)<br>Actual Costs $12,540<br>Staff # .62 # .51<br>All 1970 expected accomplishments achieved | | Explanation of Costs:<br>Task Analysis |

Record of Actual and Projected Accomplishments          Exhibit A

COMMUNICATION SKILLS PROGRAM
Teacher Component
Activity 123 Objective: To maximize the usefulness of the Resource File component of WDRSD: Study Skills by compiling a compendium of published materials used in field test schools

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments<br>Estimated 1970 Costs<br>$ N/A | | Estimated 1971 Costs<br>$7,342<br>Staff # .20 # .17<br>.1G Initial compilation of Resource File for WDRSD: Study Skills<br>.2G Preparation of WDRSD: Study Skills Resource File Workshop Report |
| Actual Accomplishment(s)<br>Actual Costs<br>$ N/A<br>Staff # N/A # N/A | | Explanation of Costs:<br>Task Analysis |

## Record of Actual and Projected Accomplishments

Exhibit A

COMMUNICATION SKILLS PROGRAM

Teacher Component

Activity 124 Objective: To increase pupil achievement in reading by providing teachers with a structured management system as developed in the Wisconsin Design for Reading Skill Development: Word Attack

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments — Estimated 1970 Costs $28,803 | | Estimated 1971 Costs $7,342<br>Staff # .20 # .17 |
| .1G Training selected SEL staff members to familiarize them with WDRSD purpose and methods<br>.2H Coordination of trainers conference (August, 1970 - three teachers from each test site)<br>.3H Preparation of trainers conference report<br>.4H Initiation of summative field test (six schools, 1850 children and 65 teachers) WDRSD: Word Attack<br>.5H Collection of data on teachers' reaction and problems with implementation | | .6H Continual feedback to product developers<br>.7H Preparation of Technical Report 1970-71 summative field test |
| Actual Accomplishment(s) — Actual Costs $16,720<br>Staff # .82 # .68<br>All 1970 expected accomplishments achieved | | Explanation of Costs:<br>Task Analysis |

Record of Actual and Projected Accomplishments

Exhibit A

COMMUNICATION SKILLS PROGRAM

Teacher Component

Activity 125 Objective: To increase pupil achievement in reading by providing teachers with a structured management system as developed in the Wisconsin Design for Reading Skill Development: Study Skills

| 1970 Accomplishments | | Assessment of 1970 Effort | 1971 Projected Accomplishments | |
|---|---|---|---|---|
| Expected Accomplishments | Estimated 1970 Costs<br>$ N/A | | | Estimated 1971 Costs<br>$88,112 |
| | | | Staff # 2.46 | # 2.04 |
| | | | .1H Coordination of Trainers Conference | |
| | | | .2H Preparation of Trainers Conference Report | |
| | | | .3H Initiation of summative field test | |
| Actual Accomplishment(s) | Actual Costs<br>$ N/A | | | |
| Staff # N/A | # N/A | | | |
| | | | Explanation of Costs:<br>Previous Experience | |

Record of Actual and Projected Accomplishments

Exhibit A

COMMUNICATION SKILLS PROGRAM
Teacher Component
Activity 126 Objective: To maximize the use of SEL/Project Language, Level II, materials by providing teacher training to participating school personnel

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments — Estimated 1970 Costs $14,402 | | Estimated 1971 Costs $7,342<br>Staff # .20 # .17 |
| .1E Planning and coordination of teacher training conference for participating school personnel (formative)<br>.2E Preparation of teacher training Conference Report, SEL/PL, Level II (K) | Participating school personnel were familiarized with the rationale and objectives as well as with proper implementation procedures. | .3E Planning and coordination of teacher training conference for participating school personnel (formative) |
| Actual Accomplishment(s) — Actual Costs $8,360<br>Staff # .41 # .34<br>All 1970 expected accomplishments achieved | | Explanation of Costs:<br>Previous Experience |

SOUTHEASTERN EDUCATION LABORATORY

EXHIBIT B

COMMUNICATION SKILLS PROGRAM

PRODUCT DEVELOPMENT STATUS SUMMARY

| | A | B | C | D | E | F | G | H | I | J | K | L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PROCESS / PRODUCT | FORMULATION | SPECIFICATION | INSTRUMENTATION | PROCEDURE GENERATION | FORMATIVE EVALUATION | REVISION CYCLE 1 | PRODUCT INTEGRATION | SUMMATIVE EVALUATION | REVISION CYCLE 2 | PRODUCT REVIEW & PROCESS EVALUATION | PRODUCT DEMONSTRATION | PRODUCT INSTALLATION |
| SEL/PROJECT LANGUAGE | INITIATED 1968<br>COMPLETED FY 1969<br>$150,000 | | COMPLETED FY 1970<br>$169,000 | | TO BE COMPLETED<br>FY 1971<br>$110,000 | | PROJECTED COMPLETION<br>FY 1972<br>$200,000 | | PROJECTED COMPLETION<br>FY 1973<br>$300,000 | | | PROJECTED COMPLETION<br>FY 1974<br>$500,000 |
| WDRSD: WORD ATTACK | | | | | | | | INITIATED<br>FY 1970<br>$50,000<br>PROJECTED<br>FY 1971<br>$22,000 | | | | |
| WDRSD: STUDY SKILLS | | | | | | | | PROJECTED<br>INITIATION<br>FY 1971<br>$95,000 | | | | |
| SWRL'S FIRST-YEAR COMMUNICATION SKILLS PROGRAM | | | | | | | | PROJECTED<br>FY 1971 | | | | |

## SEL/PROJECT LANGUAGE[2]
(See Exhibit B)

SEL/PL (formerly Multisensory Language Development Project) is designed to alleviate the language deficiencies of disadvantaged pupils. The communication problems and lack of varied experiences which usually occur in children reared in economically and educationally deprived environments cause an absence of school readiness and accomplishment. Level II, devised to provide school readiness instruction, pertains to preschoolers or to first graders just beginning a school experience. An emphasis is placed upon expanding the experiential horizons of the disadvantaged pupils by exposing them to a variety of multisensory stimuli brought into the classroom. The children are encouraged to speak freely and then to practice varying their speech forms to more nearly correspond to a standard English. Creativity, specific content matter, reading readiness, number readiness, language, art, music, and physical activity are integrated in the lessons.

SEL/PL, Level II, Part A is a series of 32 lessons designed to be a year's program for SEL's mobile preschool units meeting individual groups of rural children only once a week or to be a six-week program for regular kindergarten classrooms. The same group of lessons can be utilized as daily readiness material for the first six weeks of a first grade class.

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[2] Southeastern Education Laboratory. SEL/Project Language: An Overview. Atlanta: The Laboratory, 1970.

The general objectives of the project are in reference to the areas of deficiency which are most frequently evidenced.

1. To enlarge the experience backlog of the deprived child by developing:
    a. his understanding of a variety of content areas beginning with those subjects which are most familiar to him and progressing to those which are more remote
    b. his understanding of existing natural and man-made phenomena
    c. his knowledge of many different concrete objects
    d. his ability to perceive and mentally to organize known objects and locations in his environment by differentiating them according to:
        1) textures
        2) tastes
        3) smells
        4) sounds
        5) colors
        6) size
        7) positions
        8) directions
        9) speeds
        10) shapes
        11) numbers
    e. his understanding of the concrete applications of the learned materials
2. To augment the listening and speaking ability of the child by developing in him:
    a. a lengthened attention span
    b. the ability to comprehend what is heard
    c. the capacity to follow directions

d. an interest in and an ability to read,

e. an increased vocabulary

f. frequent usage of his known vocabulary

g. the ability to use correct sentences including the proper usage of:

    1) verbs
    2) nouns
    3) pronouns and their plurals
    4) prepositions
    5) possessives
    6) sentence form.

h. an interest in and a knowledge of content matter to be used as the basis for all language learning and practice

3. To establish free self-expression by developing in the child:

a. a better understanding of himself

b. a more concrete self identity

c. a feeling of self-worth gained through experiences of success

d. an inquisitiveness and an ability to ask pertinent questions

e. a point of view and the ability to express it coherently

f. an acceptance and emulation of various forms of creative behavior

g. an imagination and the ability to express his imagination in a variety of ways

h. improved motor coordination

4. To initiate good social relationships by developing in the child:

a. an understanding of the basic characteristics and relationships of all children

b. an awareness of the rights and privileges of other children

c. the ability to maintain an effective communicative rapport with other children

d. basic group manners

e. an identification of the teacher as a helper

SEL/PL, Level II, Part B is a series of 148 lessons that, together with Part A, will serve as a full year's curriculum for kindergarten classrooms.

## WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT
(See Exhibit B)

Because of the importance of reading for success in school, another strategy of the Communication Skills Program involves selecting, testing, and diffusing extant reading materials. Several reading programs have been investigated to determine the availability of the materials and their appropriateness for the schools of the Southeast region. Using established criteria for choosing available materials, SEL staff selected the reading program under development at the Wisconsin Research and Development Center for field testing.

WDRSD is a system for individually guided reading skill development. Children, assessed in a group and individually, are assigned to small groups needing instruction in particular skills. As pupils progress, they are regrouped according to their needs. One benefit to many schools with minimal funds for additional pupil materials is that WDRSD, as a management system, utilizes the basal readers, textbooks, and supplementary materials now being used in the classroom and already familiar to the teacher.

The objectives of WDRSD are

1. to state explicitly the essential reading skills for each of six areas,
2. to diagnose and assess individual pupil's skill development using criterion-referenced tests,

3. to provide an individual monitoring system of each pupil's progress
4. to provide a management system for grouping individuals with common skill development needs and for planning skill development instruction

In its entirety WDRSD covers six areas of reading skill development: word attack, comprehension, study skills, self-directed reading, interpretive reading, and creative reading. It includes the skills generally considered essential for kindergarten through grade 6. Efforts during the first year of SEL field testing will concentrate on the Word Attack portion of WDRSD; Study Skills will be added in the second year, 1971-72.

WDRSD: Word Attack contains four levels of skill development, each with specified skills required for mastery of that level. Criterion-referenced tests have been developed to diagnose skill needs and to evaluate pupil progress. A complete list of materials for WDRSD: Word Attack includes: (1) the Rationale and Guidelines for the entire Design; (2) individual skill development records; (3) a Resource File containing (a) a compendium of some existing instructional materials coded to the specified skills for teacher reference, and (b) teacher directed activities; (4) a teacher's guide for making individual skill observations; and (5) criterion-referenced tests for diagnosis and placement and for evaluation.

WDRSD: Study Skills contains five levels of skill development. Again, behavioral objectives are explicitly stated. Criterion tests and informal teacher observations measure the pupil's attainment of the objectives. Materials are similar to those for Word Attack.

## SWRL'S FIRST-YEAR COMMUNICATION SKILLS PROGRAM[3]

(See Exhibit B)

The Communication Skills Program developed by the Southwest Regional Laboratory is one of the few available instructional products that is research based and that has been field tested with demonstrable effectiveness.

For SWRL's First-Year Communication Skills Program the student will be able to:

1. read approximately 100 words taught directly in the program,
2. sound out and read nonprogram words composed of sounds taught in the program,
3. demonstrate comprehension of the material.

The program words were selected by linguists and learning psychologists to meet these criteria:

1. They are common in the vocabulary of beginning school children.
2. They include a combination of regularly spelled words and high usage function words.
3. Their component sounds combine to form many additional words frequently used by young children.
4. Their sound combinations facilitate efficient learning of the word-attack process.

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[3] SEL's plans are subject to the approval of the Director of SWRL and the successful negotiation of a written contract.

Criterion Exercises for each unit provide the teacher with a means of determining whether the children have mastered the skills for that unit. Simplified scoring procedures enable the teacher to easily record each child's mastery level for each skill on the Class Record Sheet.

Practice Exercises are designed particularly for remedial purposes. They offer an efficient means of providing instruction for individual children on any skill not mastered on the unit Criterion Exercise. The Practice Exercises have been developed so that the instruction and practice can be presented by a parent, upper-grade student tutor, or teacher aide.

The activity sequence is designed to be flexible enough so that the teacher can carefully regulate the amount of materials for pupils to master at any one time and to permit frequent individual assessment. The instructional materials and procedures combined with careful assessment of pupil progress provide the means for insuring that early reading will be an enjoyable and successful experience for the young child.

# ABSTRACT OF FORMATIVE EVALUATION

## SEL/Project Language

SEL/Project Language (formerly Multisensory Language Development Project) Level II (Kindergarten) was pilot tested during FY 70 in Readimobile units at two rural sites, Twiggs County, Georgia and Choctaw County, Alabama. In so doing, SEL sought to expand the already established feasibility of using such delivery units for providing preschool educational experiences, and, at the same time, to determine necessary changes in the language curriculum.

The evaluation served to answer two basic questions, namely, (1) which lessons insured the mastery of the stated skills, and (2) which lessons were too difficult, inappropriate, or otherwise unable to produce the desired results.

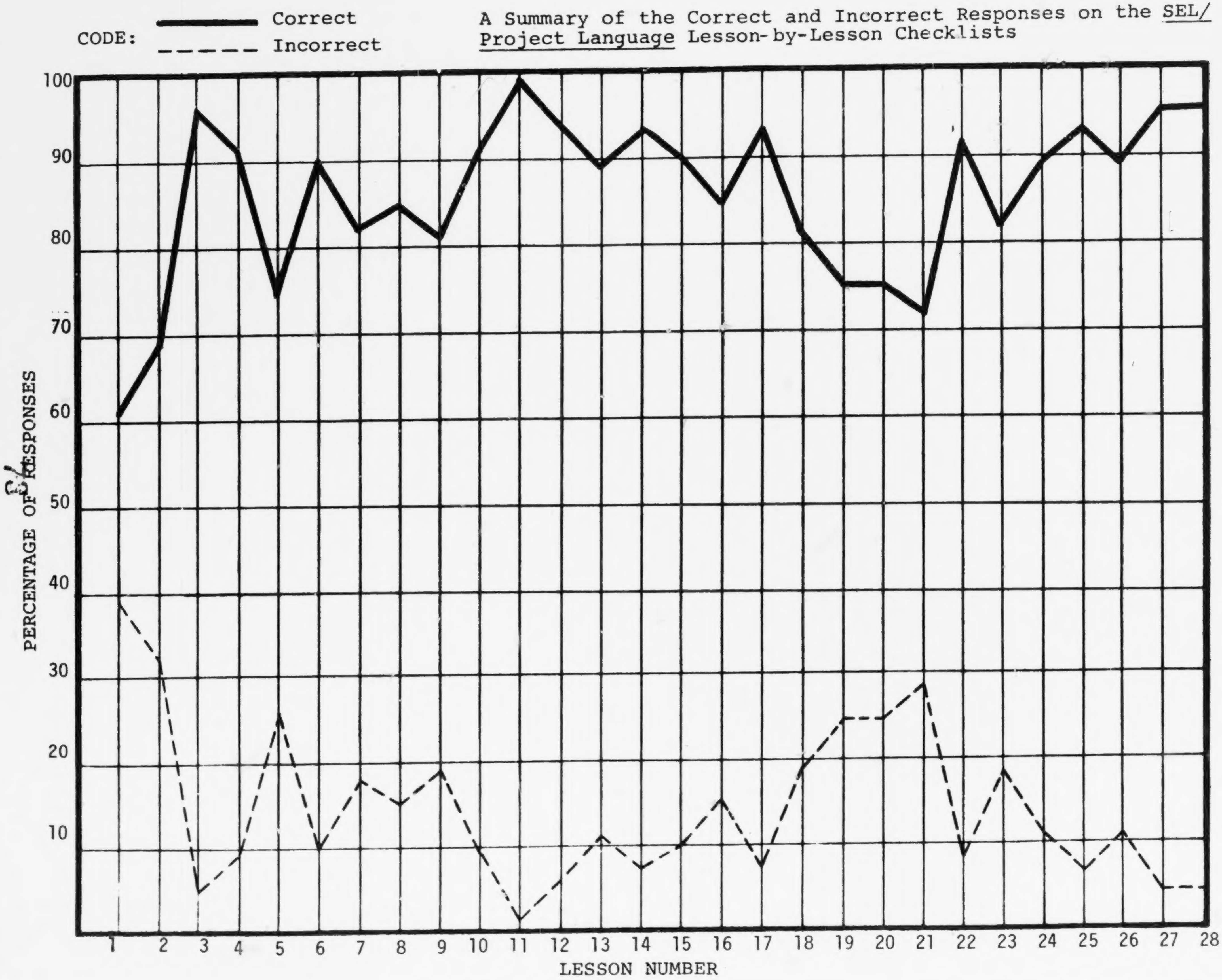
An instructional objectives checklist was developed by the curriculum staff for each lesson. Teachers tested the pupils at the conclusion of each lesson to determine if they were able to demonstrate the proficiency for each objective in the lesson. The responses were tabulated, totaled, and converted to percentages of correct or incorrect responses for each objective and lesson. These percentages are illustrated in the accompanying graph. (Cut off date precluded use of data for lessons 29-32.)

The design called for 80 percent of the pupils to master 80 percent of the objectives if the curriculum were

accomplishing its purposes. Therefore, a composite of 64 percent of the responses on each lesson should be correct if the curriculum were reaching the criterion (80% pupils X 80% responses = 64 pupil-responses).

In all lessons except the first, the criterion was exceeded. However, many sub-objectives within each lesson did not achieve the criterion. Whereas the curriculum as a whole can be described as accomplishing its purposes, the need for revision and/or refinement was indicated for the sub-objectives.

A Summary of the Correct and Incorrect Responses on the SEL/ Project Language Lesson-by-Lesson Checklists



# PRESCHOOL PROGRAM

## ABSTRACT

## BASIC PROGRAM PLAN[1]

## PRESCHOOL PROGRAM

Since FY 1967 the Laboratory has operated a Readimobile Project which included the use of six mobile classrooms, paraprofessional instructors, and experimental multi-media materials. The Project concentrated upon finding more effective ways to take early education programs to rural isolated children who would not otherwise have the opportunity to attend preschool or kindergarten programs. The three years experience with young children, delivery systems, and preschool materials resulted in planning for larger efforts and led to the formation of SEL's Preschool Program during the latter part of 1969.

Several factors influenced the decision to move from Project level to Program level with preschool efforts. One was the increasing urgency of the low achievement problem and the greater severity of this problem in the Southeast

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[1] Preschool Program. Basic Program Plan, Atlanta: Southeastern Education Laboratory, 1970.

than elsewhere in the country. Although full-scale attempts have been made elsewhere to deal with the problem through kindergarten and preschool programs, there is a general lack of public kindergarten in the Southeast region. Florida, however, has committed itself to a complete program of kindergartens by 1972, and the other two states (Alabama and Georgia) seem ready to take this step soon.

Another factor is that small pilot preschool programs have begun at the local level in the region through the use of federal funds and other monies. It is likely that the products which prove successful in pilot areas may serve as models for the later public preschool programs at the kindergarten level or below.

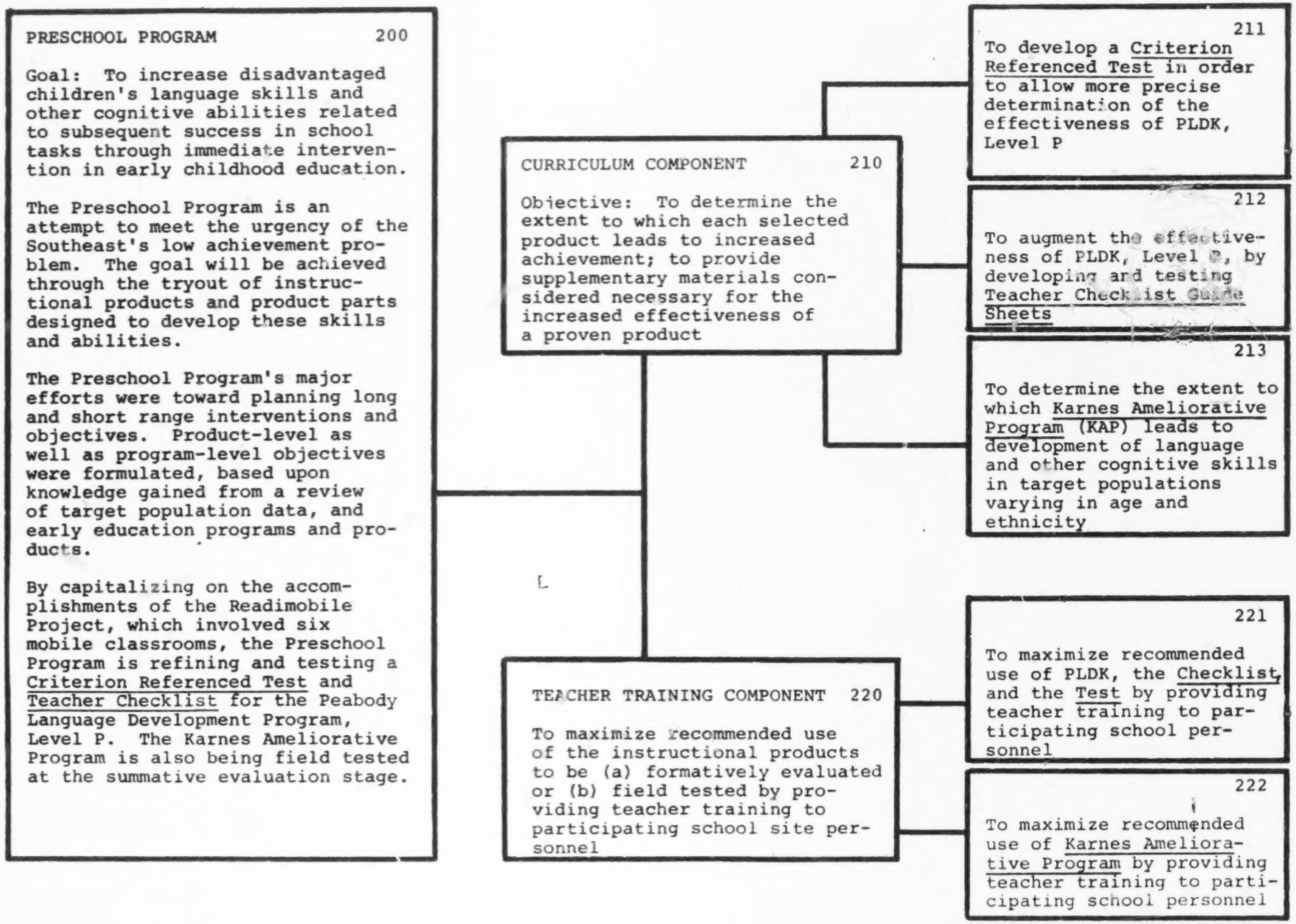
A combination of the urgency of the low achievement problem and the opportunity to affect favorably the future of public preschool programs in Alabama, Georgia, and Florida suggested that the Laboratory not wait to enter this field until after the development of its own materials. Instead, SEL is pursuing the course of selecting promising extant products and testing their effectiveness with children of the three-state area.

Organizationally, the Preschool Program includes two interrelated components: Curriculum Component and Teacher Training Component. The dual purposes of the Curriculum Component are: (1) to determine the extent to which selected educational products lead to the increased achievement of children, and (2) to provide supplementary materials considered necessary for increasing the effectiveness of a proven product selected for field test. The coordination of field tests at the formative and summative evaluation stages, with the aid of program support activities of Planning, Research, and Evaluation and of Testing, Installation, and Field Activities, constitutes the major effort toward achieving the first objective.

The necessity for activities toward the second objective became apparent as a search for possible field test products revealed that many of those available did not constitute total instructional products. A total instructional product is regarded as including such components as behavioral objectives, criterion-referenced tests, learner materials, administrator information, teacher training materials, and teacher guides.

Once a product has proven its effectiveness and marketability in the field without some of these components, there is little incentive for the publisher to engage in their development at his own expense. In order to increase this incentive, the Laboratory proposes to developer and publisher that SEL will cooperate with the developer to product the desired component in prototype, improve it through formative evaluation, and field test it in the region. If the component proves to be effective at some specified level, the publisher will agree to include it as an integral part of the next edition of the product. The intent here is to make available to the public an improvement in a product already proven effective. Currently, the Preschool Program is following these steps in developing a Criterion-Referenced Test and a Teacher's Checklist Guide Sheet for the Peabody Language Development Kit, Level P.

The Teacher Training Component will provide training for school staff involved in field tests in order to maximize classroom use of the products as recommended by the product developer. The nature of the activities in this component for a given selected product depends largely upon the stage at which it enters SEL's development/diffusion process. For selected products that already have a completely exportable teacher training component, SEL staff familiarizes itself with the teacher orientation and other phases of the component and utilizes them with the local field test agency personnel. For selected products that are still at the stage in which teacher orientation and other aspects of teacher training must be provided by the developer or his staff, SEL consults with them regarding features needed for exportability, establishes continuing feedback from field test sites toward the development of such features, and contributes in other ways toward their development. The Karnes product is in this category. In either case SEL provides careful monitoring to insure that the field test has the benefit of recommended use of the product.



PRESCHOOL PROGRAM 200

Goal: To increase disadvantaged children's language skills and other cognitive abilities related to subsequent success in school tasks through immediate intervention in early childhood education.

The Preschool Program is an attempt to meet the urgency of the Southeast's low achievement problem. The goal will be achieved through the tryout of instructional products and product parts designed to develop these skills and abilities.

The Preschool Program's major efforts were toward planning long and short range interventions and objectives. Product-level as well as program-level objectives were formulated, based upon knowledge gained from a review of target population data, and early education programs and products.

By capitalizing on the accomplishments of the Readimobile Project, which involved six mobile classrooms, the Preschool Program is refining and testing a Criterion Referenced Test and Teacher Checklist for the Peabody Language Development Program, Level P. The Karnes Ameliorative Program is also being field tested at the summative evaluation stage.

CURRICULUM COMPONENT 210

Objective: To determine the extent to which each selected product leads to increased achievement; to provide supplementary materials considered necessary for the increased effectiveness of a proven product

211

To develop a Criterion Referenced Test in order to allow more precise determination of the effectiveness of PLDK, Level P

212

To augment the effectiveness of PLDK, Level P, by developing and testing Teacher Checklist Guide Sheets

213

To determine the extent to which Karnes Ameliorative Program (KAP) leads to development of language and other cognitive skills in target populations varying in age and ethnicity

TEACHER TRAINING COMPONENT 220

To maximize recommended use of the instructional products to be (a) formatively evaluated or (b) field tested by providing teacher training to participating school site personnel

221

To maximize recommended use of PLDK, the Checklist, and the Test by providing teacher training to participating school personnel

222

To maximize recommended use of Karnes Ameliorative Program by providing teacher training to participating school personnel

Record of Actual and Projected Accomplishments

Exhibit A

PRESCHOOL PROGRAM

Curriculum Component Objective: To determine the extent to which each selected product leads to increased achievement; to provide supplementary materials considered necessary for the increased effectiveness of a proven product

Activity 211 Objective: To develop a Criterion-Referenced Test in order to allow more precise determination of the effectiveness of PLDK, Level P

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments — Estimated 1970 Costs $43,205 | | Estimated 1971 Costs $ 44,055<br>Staff # 1.22 # 1.02 |
| .1D Production of the initial version of the Test concerning concepts in lessons 1-50<br>.2E Tryout of the initial version of the Test with a small group of children<br>.3F Production of an in-house working paper on the small scale feasibility study for use in revision of the Test for lessons 1-50<br>.4F Revision of the items for lessons 1-50, by November 30<br>.5D Production of items for the concepts included in lessons 51-100, by November 30 | The initial version of items concerning concepts in lessons 1-50 follows a sound rationale and has content validity for the concepts previously identified. As suggested in the working paper, further formative evaluation is essential for the Test for the first 50 lessons and for subsequent lessons. | .6D Production of items for the concepts in the remaining lessons, initial version PLDK Test, Lessons 101-180<br>.7D Development of one or more valid test items for the behaviors sought in PLDK, (formative)<br>.8D Determination of the comparative precision of the Test, 1-180 |
| Actual Accomplishment(s) — Actual Costs $25,080<br>Staff # 1.24 # 1.03<br>All 1970 expected accomplishments achieved | | Explanation of Costs:<br>Previous Experience |

Record of Actual and Projected Accomplishments

Exhibit A

PRESCHOOL PROGRAM
Curriculum Component
Activity 212 Objective: To augment the effectiveness of the Peabody Language Development Kit, Level P, by developing and testing Teacher's Checklist Guide Sheets

## 1970 Accomplishments

Expected Accomplishments

Estimated 1970 Costs
$14,402

- .1D Production of the initial version of the Checklist for lessons 1-50
- .2E Determination of the extent to which each Checklist supplementing the first 50 lessons achieves the stated purpose of the Checklist
- .3D Continued production of the Checklist for the remaining lessons

Actual Accomplishment(s)

Actual Costs
$8,360

Staff # .41 # .34

.2E achieved for 30 lessons

All other 1970 expected accomplishments achieved

## Assessment of 1970 Effort

.2E The design provided for comparison of progress between the members of each pair of the following:
- (a) a group using PLDK, Level P only
- (b) a group using PLDK, Level P plus the SEL Checklist
- (c) a group receiving no summer kindergarten.

There was no significant difference in progress within either pairing. Since PLDK, Level P, has led to significant achievement differences in many full-year settings, the warrantable conclusions are that the treatment period was too short to lead to differences and/or the Caldwell Preschool Inventory was not sufficiently sensitive to reflect the differences that may have occurred. In either case, further formative evaluation is suggested before summative evaluation is begun.

## 1971 Projected Accomplishments

Estimated 1971 Costs
$14,684

Staff # .41 # .34

- .4E The production of a report on the formative test conducted in summer 1970
- .5D The development of effective Checklists for remaining lessons 31-180 (formative)
- .6F The revision of the initial version of the Checklist

Explanation of Costs:
Previous Experience

Record of Actual and Projected Accomplishments

Exhibit A

PRESCHOOL PROGRAM
Curriculum Component
Activity 213 Objective: To determine the extent to which the Karnes Ameliorative Program (KAP) leads to the development of language and other cognitive skills in target populations varying in age and ethnicity

1970 Accomplishments

Expected Accomplishments

Estimated 1970 Costs $21,603

- .1G Training to familiarize selected SEL staff with program's general purpose, objectives and methods
- .2H Initiation of summative field test (4 sites, 27 teachers and paraprofessionals, 240 children) Karnes Ameliorative Program
- .3H Assessment of local implementation by use of a schedule for staff and developer site visits
- .4H Assessment of local implementation by gathering written teacher responses
- .5J Continual feedback of information to the developer for the purpose of product modification

Actual Accomplishment(s)

Actual Costs $12,540

Staff # .62 # .51

All 1970 expected accomplishments achieved

Assessment of 1970 Effort

- .1G Selected SEL staff has gone beyond achievement of "general" understanding and, as indicated in 9/2/70 Atlanta conversations with Karnes and Zehrback, is (1) able to identify some problems that may arise in local use of product and (2) propose procedures considered relevant by the developer in coping with them
- .2H Initiation will have begun in three sites, but will not have been sufficiently long in any to permit assessment
- .3H,
- .4H, and
- .5J None of these will have been in operation sufficiently long to permit assessment

1971 Projected Accomplishments

Estimated 1971 Costs $ 22,028

Staff # .61 # .51

- .6H Continuation of .3H, .4H, .5J
- .7H Production of a report on 1970-71 summative field test
- .8J Determination of extent to which KAP leads to the development of language and other cognitive skills

and posttest data

Explanation of Costs: Assessment of Activity to be Performed

## Record of Actual and Projected Accomplishments

Exhibit A

PRESCHOOL PROGRAM

Teacher Training Component Objective: To maximize recommended use of the instructional products to be field tested by providing teacher training to participating school site personnel

Activity 221 Objective: To maximize recommended use of the Peabody Language Development Kit, the Teacher's Checklist Guide Sheets, and the Test by providing teacher training to participating school personnel

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments — Estimated 1970 Costs $21,603 | | Estimated 1971 Costs $ 22,028<br>Staff # .61 # .51 |
| .1E Training of 18 teachers and paraprofessionals in the use of PLDK during a two-day workshop, June 8-9 (formative evaluation of the Checklist Guide Sheets) | .1E Direct observation of teachers and videotapes of their classroom operation indicate that they followed recommended procedures in utilizing the PLDK, Level P and its SEL supplements. | .4E Compilation and assessment of feedback from direct observation and written responses to assure maximum implementation of the PLDK program (formative) |
| .2H Training of 24 teachers and paraprofessionals in the use of PLDK during a two-day workshop (summative evaluation of the Checklist Guide Sheets) | .2H These sessions will not take place in FY 70, since Tuscaloosa results suggest a need for further formative evaluation prior to any summative evaluation. | .5H Orientation of teachers and paraprofessionals in the use of PLDK (summative evaluation) |
| .3E Training of 2 teachers and paraprofessionals in the use of PLDK during three orientation sessions, one-half day each (formative evaluation of the Test) | .3E The local decision was to begin pupil learning activities after the first two weeks of school. This arrangement permitted organization of teacher - orientation into 3 well-spaced half-day sessions. This extended time between meetings permitted greater home study by teachers. This fact seemed to be reflected in the background knowledge of the product which teachers brought to sessions with SEL staffers. | |
| Actual Accomplishment(s) — Actual Costs $12,540<br>Staff # .62 # .51<br>All 1970 expected accomplishments achieved except .2H which was deleted | | Explanation of Costs:<br>Task Analysis |

Record of Actual and Projected Accomplishments

Exhibit A

PRESCHOOL PROGRAM
Teacher Training Component
Activity 222 Objective: To maximize recommended use of the Karnes Ameliorative Program by providing teacher training to participating field test site personnel

1970 Accomplishments

Expected Accomplishments

Estimated 1970 Costs
$18,002

- .1H Provision to classroom teams of the content of the KAP, the objectives of the KAP, and some of the procedures used in teaching by planning and holding a 4-day workshop in August 1970
- .2H Assessment of local implementation by videotaping one hour per teacher biweekly during early stages of field test
- .3H Assessment by videotaping teacher responses to structured questions

Actual Accomplishment(s)

Actual Costs
$10,450

Staff # .52 # .43

All 1970 expected accomplishments achieved

Assessment of 1970 Effort

.1H Teacher's knowledge of KAP was indicated in two ways: (1) participant success was at the 80% level on criterion tasks built into each segment of the orientation activities, (2) on paper-and-pencil test items (both "essay" and "multiple-choice" types) to which "classroom teams" reacted on the last morning of the workshop. Participant success was at the 80% level. Assessment on the most crucial criterion -- application of orientation training to the task of teaching -- has not taken place yet.

.2H and
.3H The videotaping sessions will occur after 9/15/70; hence, assessment cannot be reported now.

1971 Projected Accomplishments

Estimated 1971 Costs
$18,356

Staff # .51 # .42

- .5H Continuation of .2H, .3H
- .6H Continual feedback to developer through site visits and reports by SEL staff

Explanation of Costs:
Workload Estimate

SOUTHEASTERN EDUCATION LABORATORY

EXHIBIT B

PRESCHOOL PROGRAM

## PRODUCT DEVELOPMENT STATUS SUMMARY

| | A | B | C | D | E | F | G | H | I | J | K | L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PROCESS / PRODUCT | FORMULATION | SPECIFICATION | INSTRUMENTATION | PROCEDURE GENERATION | FORMATIVE EVALUATION | REVISION CYCLE 1 | PRODUCT INTEGRATION | SUMMATIVE EVALUATION | REVISION CYCLE 2 | PRODUCT REVIEW & PROCESS EVALUATION | PRODUCT DEMONSTRATION | PRODUCT INSTALLATION |
| **TEACHER CHECKLIST GUIDES, PEABODY LANGUAGE DEVELOPMENT KIT LEVEL P** | INITIATED FY 1970 | | | COMPLETED FY 1970<br>$36,000 | TO BE COMPLETED FY 1971<br>$25,600 | PROJECTED COMPLETION FY 1972<br>$150,000 | | | | | | |
| **CRITERION-REFERENCED TEST, PLDK, LEVEL P** | INITIATED FY 1970 | | COMPLETED FY 1970<br>$43,000 | TO BE COMPLETED FY 1971<br>$55,000 | | PROJECTED COMPLETION FY 1972<br>$150,000 | | | | | | |
| **KARNES AMELIORATIVE PROGRAM FIRST YEAR** | | | | | | | INITIATED FY 1970<br>$40,000 | TO BE COMPLETED FY 1971 (1ST YEAR PROGRAM)<br>$40,000 | | | | |
| **KARNES AMELIORATIVE PROGRAM SECOND YEAR** | | | | | | | | PROJECTED COMPLETION FY 1972 (2ND YEAR PROGRAM)<br>$75,000 | | | | PROJECTED COMPLETION FY 1973<br>$100,000 |

## PEABODY LANGUAGE DEVELOPMENT KIT, LEVEL P
(See Exhibit B)

SEL identified the Peabody Language Development Kit as a promising program for alleviating educational disadvantage of preschool children. However, the evaluation revealed two basic deficiencies, namely, the lack of teacher training procedures and the absence of a criterion referenced test. Consequently, SEL concentrated on the development of these two complementary components.

Teacher training procedures for PLDK have been developed by SEL in preparing Readimobile presenters to work with groups of about 15 rural disadvantaged children. Also, Teacher's Checklists and a Criterion-Referenced Test are being developed by the SEL staff. The purpose of the Checklist is to help the teacher focus her attention more precisely upon the desired pupil behaviors and the extent to which each child develops the behaviors. The Checklist for each lesson presents the specific behavioral objectives for that lesson, some suggested activities and a grid for use in checking each child's progress in achieving the objectives.

The purpose of the Criterion-Referenced Test is to ascertain the extent to which each child has acquired specific language and other cognitive skills. Both the checklists and the test are intended for use by the teacher or paraprofessional.

The Peabody Language Development Kit, Level P, designed for four to five year old disadvantaged children, stresses the development of auditory reception and vocal expression, with emphasis on the establishment of an automatic level of sentence structure reflecting basic syntactic rules. The 180 daily lessons, each with two parts, are to be used in group instruction.

The Kit includes (1) a description of the activities required of the teacher and of the related student responses, 2) directions for lesson presentation, 3) directions for use of stimulus materials, and 4) stimulus materials (cards, puppets, color chips). Norm-referenced tests on which children in previous research situations have achieved an increase in scores are the _Stanford Binet_, the _Peabody Picture Vocabulary Test_, the _Illinois Test of Psycholinguistic Abilities_, and the _Caldwell Preschool Inventory_.

# KARNES AMELIORATIVE PROGRAM
(See Exhibit B)

This product, designed for three-, four-, and five-year-old children, considers that verbalization and manipulation of concrete materials are the most effective means of establishing new language responses. The major goals of the product are (1) to make a proper match between the child's present cognitive development and specific learning tasks, and (2) to pace and sequence such tasks to insure developmental learning. Careful checking of the child's learning profile has been achieved with the Illinois Test of Psycholinguistic Abilities (ITPA).

The content, presented in a game format, covers six subject areas (mathematics, art, language arts, reading readiness, science, and social studies). Since the materials are designed on a task and performance basis, the preparation of specific behavioral objectives for the product is relatively easy. The lesson construction and game format facilitate use of the materials by paraprofessionals and parents.

Research efforts and results indicate that (1) early and continued use of the product is necessary; (2) paraprofessionals with limited training may be used without negatively affecting the children's performance; (3) parents may participate in a home tutorial program; and, (4) in a five-product experiment, children using the Karnes Ameliorative Program scored significantly higher than all others on the Metropolitan Readiness Test, the Frostig, the Binet, and the three subtests of ITPA where disadvantaged children generally show the greatest deficits.

# ABSTRACT OF FORMATIVE EVALUATION
## Supplements[2] to
## Peabody Language Development Kit, Level P

A basic purpose for the existence of SEL is the improvement of school achievement among disadvantaged pupils. A particularly promising technique that the Lab has adopted for achieving this goal is the introduction and subsequent assessment and revision of instructional programs in target schools. Frequently, however, products that would otherwise work effectively when transplanted into field or target sites lack the necessary supplementary materials and procedures that are essential to successful installation. In order to achieve maximum results from a program it is sometimes expedient for the diffusing agency to produce the supplementary materials.

Through an experiment in 1968 SEL determined that the Peabody Language Development Kit was an effective program for improving language disabilities of disadvantaged pupils. However, no supplementary materials were available. In order to improve the impact of the curriculum on raising pupil achievement, SEL undertook to develop supplementary materials in the form of specific behavioral objectives and checklists for each lesson and a criterion-referenced test for the program.

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[2] Parker, Ronald K. The Effectiveness of the Wakulla County Program (Technical Report No. 1). Atlanta: Southeastern Education Laboratory, 1970.

The PLDK Program with the behavioral objectives and checklists was installed in a six-week summer Title I project in Tuscaloosa, Alabama during the summer of 1970. Two hundred and forty pre-first grade pupils were included in the sample which was organized into three groups:

1. a group using PLDK only
2. a group using PLDK and the SEL behavioral objectives and checklists
3. a group receiving no summer kindergarten program.

A pretest/posttest design which employed the Caldwell Preschool Inventory was used to obtain the dependent measures. The analysis of covariance technique was used with the pretest scores as the covariate in the comparisons. However, the analysis of the data indicated that there were no significant differences between the treatment groups. This result was in contradiction to other analyses in which the use of PLDK had produced significant results over a year-long period. Therefore, the interpretation was that the treatment period was too brief to obtain any significant gains in pupil achievement, and no conclusions could be drawn regarding the effectiveness of the supplementary materials.

# PLANNING, RESEARCH AND EVALUATION

500

PLANNING, RESEARCH AND EVALUATION (PRE)

The purpose of the PRE function is to provide the essential knowledge base, plans, educational products, evaluation designs, and evaluative information that contribute to the Laboratory's achievement of its mission.

Because of the nature of SEL's work, all of the Laboratory's professional staff have responsibility for conducting activities that involve some aspects of planning, research, or evaluation. Information is gathered, analyzed and synthesized on a variety of subjects ranging from target population to research and development efforts of other agencies. PRE activities provide a delineation of alternative courses of action with proposed choices, and reasons for selecting those choices.

The data collection, synthesis and application activities are continuous. These efforts are assessed in terms of the extent to which they contribute to the goals and objectives of the Laboratory.

510

PLANNING AND RESEARCH

To provide information required for key decisions in the Laboratory's programs and to develop plans for implementing the decisions

511

To develop and keep current plans for obtaining, organizing, and storing a variety of data essential to key decisions of the Laboratory, and to implement those plans

512

To provide the information required for key decisions by analyzing and synthesizing the collected data

513

To develop plans for various entry/exit combinations in the product development process through which products will be moved

514

To formulate and develop specifications for one or more instructional products to improve cognitive functioning in children

520

EVALUATION

To evaluate products, programs, and plans as a means of obtaining information to improve the Laboratory's operation

521

To specify sets of criteria for selection of instructional products and for selection of field test sites

522

To identify promising products and to select a number of the most promising products for field test in the region

523

To develop the evaluative design for formative and summative evaluation of instructional products and to interpret the results

524

To evaluate the extent to which the Laboratory is meeting its goals and objectives

Record of Actual and Projected Accomplishments

Exhibit A

PLANNING, RESEARCH AND EVALUATION

Planning and Research Objective: To provide information required for key decisions in the Laboratory's programs and to develop plans for implementing the decisions

Activity 511 Objective: To develop and keep current plans for obtaining, organizing, and storing a variety of data essential to key decisions of the Laboratory, and to implement those plans

1970 Accomplishments

| Expected Accomplishments | Estimated 1970 Costs |
|---|---|
| | $46,805 |

- .1a The further design of procedures for the classification, storage, and retrieval of collected materials and data
- .2b Collection of data on the region's children, teachers, and schools
- .3c Collection of studies relevant to the achievement of disadvantaged children of instructional products which show promise for alleviating educational disadvantage, and of teacher inservice training programs which have relevance to the region's needs
- .4c Identification of essential areas of information required for a sound knowledge base in early childhood education and in language development

| Actual Accomplishment(s) | Actual Costs |
|---|---|
| | $27,170 |

Staff # 1.34 # 1.11

- .1a The further development of procedures for organization and storage of materials as stated in four manuals: Library Policies and Procedures Manual, Staff Utilization Manual, Associated Libraries Manual, and SEL Library Manual
- .2b Addition to the resource base of information on the population of the region through approximately 30 hours of classroom videotaping in grades 1, 4, 7, and 10 in 10 schools throughout the three-state area
- .3c & .4c Identification of areas of and sources for information on research and products and the identification of areas which a review of early childhood programs and language skills programs might investigate as reported in Knowledge Base Conference, SEL Conference Reports No. 1 and 3

Assessment of 1970 Effort

Much progress was made in the collection of research and development literature and in the collection of a nucleus of promising instructional products. The beginning impetus of this activity will necessarily decrease as its nature changes from that of initially building a collection of resource materials to that of maintaining and adding to that collection.

1971 Projected Accomplishments

Estimated 1971 Costs $47,727

Staff # 1.35 # 1.10

- .5a Refinement of an efficient retrieval system through (1) further classification and annotation of bibliographical listing of all materials, (2) the construction of design for an implementation of a storage system for materials
- .6a Refinement of procedures for collecting and analyzing language samples through (1) the construction of devices for analyzing language, and (2) the preparation of a matrix for videotape assessment
- .7b Further collection of data on the region's children, (K, 1, and 2) teachers, and schools
- .8c Continuing collection of research studies on the learning of disadvantaged children, on teacher techniques, etc.
- .9d Continuing collection of instructional products for children and of teacher training programs
- .10d Development of a product survey form on instructional products, age 2 through elementary school age

Explanation of Costs:
Task Analysis

Record of Actual and Projected Accomplishments

Exhibit A

PLANNING, RESEARCH AND EVALUATION
Planning and Research
Activity 512 Objective: To provide the information required for key decisions by analyzing and synthesizing the collected data

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments — Estimated 1970 Costs $36,004 |  | Estimated 1971 Costs $36,713<br>Staff # 1.02 # .85 |
| .1b Analysis and synthesis of data collected on children, teachers, and schools of the region<br>.2c Analysis of studies and materials on the achievement of disadvantaged children, on instructional products, and on teacher training programs<br>.3d Development of a comparative description of extant educational products in terms of selected criteria<br>.4d Identification of promising field test products | Accomplishment .3d will remain a source to which the Lab can turn for information in FY 71. The information also suggested which products might be tested in the region.<br>Over 200 requests have been received for the Overview, which was regarded as the best resource of its kind in the country by the site visitors specializing in language. | .5b Continued analysis and synthesis of collected data, such as language samples of pupil tests<br>.6c Synthesis of information of early childhood education and communication skills, population and schools of the region, and instructional products |
| Actual Accomplishment(s) — Actual Costs $20,900<br>Staff # 1.03 # .86 |  |  |
| .1b Target population data collected, analyzed and synthesized<br>.2c Analysis and synthesis of studies on target populations and products<br>.3d Production of Overview of Cognitive and Language Programs for 3, 4, and 5 Year Old Children by Ron Parker and others, SEL Monograph No. 4<br>.4d Identification of promising field test products by a search of the literature and by SEL staff visits to two regional laboratories (Far West, SWRL) and two research and development centers (Pittsburgh and Wisconsin) |  | Explanation of Costs: Assessment of Activity to be Performed |

Record of Actual and Projected Accomplishments

Exhibit A

PLANNING, RESEARCH AND EVALUATION
Planning and Research
Activity 513 Objective : To develop plans for various entry/exit combinations in the product development process through which products will be moved

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments — Estimated 1970 Costs $14,402 | | Estimated 1971 Costs $36,713<br>Staff # 1.02 # .85 |
| .1f Revision and production of various Laboratory planning documents | Accomplishments have helped to clarify overall tasks, interrelationships, and activities of SEL. | .2f Revision of Basic Program Plans in light of experience and information analyzed and synthesized in Activity 512 |
| Actual Accomplishment(s) — Actual Costs $8,360<br>Staff # .41 # .34 | | |
| .1f Revision of SEL's mission statement<br>.1f Revision of the description of the development/diffusion process<br>.1f Production of the Basic Program Plans for the two programs established by SEL | | Explanation of Costs:<br>Previous Experience |

Record of Actual and Projected Accomplishments

Exhibit A

PLANNING, RESEARCH AND EVALUATION
Planning and Research
Activity 514 Objective: To formulate and develop specifications for one or more instructional products to improve cognitive functioning in children

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments — Estimated 1970 Costs $28,803 | | Estimated 1971 Costs $____<br>Staff #____ #____ |
| .1A Refinement of the rationale for SEL/Project Language<br>.2A Formulation of two supplements to PLDK, Level P<br>.3B Development of specifications for the Teacher's Checklist Guide Sheets and for the Criterion-Referenced Test for PLDK (P) | Completion of .1A, .2A, and .3B has provided the sound basis for advancing to the next step in each of these products. | |
| Actual Accomplishment(s) — Actual Costs $16,720<br>Staff # .82 # .68<br>All 1970 expected accomplishments achieved as specified | | Explanation of Costs: |

Record of Actual and Projected Accomplishments

Exhibit A

PLANNING, RESEARCH, AND EVALUATION

Evaluation Objective: To evaluate products, programs, and plans as a means of obtaining information to improve the Laboratory's operation

Activity 521 Objective: To specify sets of criteria for selection of instructional products to be field tested and for selection of sites in which to field test those products

1970 Accomplishments

| Expected Accomplishments | Estimated 1970 Costs |
|---|---|
| | $28,803 |

- .1d Development of lists of product level objectives for instructional products at the preschool and elementary levels
- .2d Development of criteria for product selection
- .3d Development of sets of site selection criteria for field test of products

| Actual Accomplishment(s) | Actual Costs |
|---|---|
| | $16,720 |

Staff # .82 # .68

- .1d Development of a list of product level objectives for instructional products at the preschool level
- .2d Development of criteria for product selection
- .3d Development of sets of site selection criteria for each product to be tested in 1970-71

Assessment of 1970 Effort

The objectives and criteria aided the selection of SEL's current products and sites; however, both objectives and criteria are regarded as initial, and further development will be made in FY 71.

1971 Projected Accomplishments

Estimated 1971 Costs
$ 29,370

Staff # .82 # .68

- .4d Development of a list of product level objectives for instructional products at the elementary level
- .5d Development of sets of site selection criteria for 1971-72 field test

Explanation of Costs:
Task Analysis

Record of Actual and Projected Accomplishments

Exhibit A

PLANNING, RESEARCH AND EVALUATION

Evaluation

Activity 522 Objective: To identify promising products and to select a number of the most promising products for field test in the region

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments<br>Estimated 1970 Costs $36,004 | | Estimated 1971 Costs $ 44,056<br>Staff # 1.22 # 1.02 |
| .1e Identification of a group of promising products for possible field test in the region<br>.2e Selection of one or more products for FY 70 field testing | Complete assessment in this area cannot be made until the extent of the appropriateness of the products has been indicated by the field test results. Teacher orientation experiences, however, confirm prior staff estimates of the products' pertinence to the needs of the region. | .3e Selection of one or two promising instructional products for field testing in FY 71 |
| Actual Accomplishment(s)<br>Actual Costs $20,900<br>Staff # 1.03 # .86 | | |
| .1e Accomplished<br>.2e Selection of the Wisconsin Design for Reading Skill Development (WDRSD) for 1970-72 field testing in the Communication Skills Program<br>.2e Selection of the Peabody Language Development Kit, Level P, for 1970-71 supplementary development and testing in the Preschool Program<br>.2e Selection of the Karnes Ameliorative Program (KAP) for 1970-71 field testing in the Preschool Program | | Explanation of Costs: Assessment of Activity to be Performed |

Record of Actual and Projected Accomplishments

Exhibit A

PLANNING, RESEARCH AND EVALUATION

Evaluation
Activity 523 Objective: To develop the evaluation design for formative and summative evaluation of instructional products and to interpret the results of analyzed data

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments — Estimated 1970 Costs $14,402<br>.1E Development of evaluative designs for products selected for 1970-71 formative testing<br>.2H Development of evaluative designs for products for 1970-71 summative testing<br>Actual Accomplishment(s) — Actual Costs $8,360<br>Staff # .41 # .34<br>.1E Development of a design for formative evaluation of SEL/Project Language, Level II 1969-70<br>.1E Development of a design for formative evaluation of SEL's Criterion-Referenced Test and Teacher's Checklist Guide Sheets for PLDK, Level P<br>.2H Development of evaluation design for field test of WDRSD: Word Attack, in cooperation with the Wisconsin R & D Center<br>.2H Development of a design for summative evaluation of Karnes Ameliorative Program, in cooperation with the product developer | Designs seem to meet projected needs but the real criterion will be the extent to which they provide the means for dealing with evaluative problems that may arise. | Estimated 1971 Costs $ 14,685<br>Staff # .41 # .34<br>.3H Development of evaluation designs for 1971-72 field tests of selected products<br>Explanation of Costs:<br>Workload Estimate |

Record of Actual and Projected Accomplishments

Exhibit A

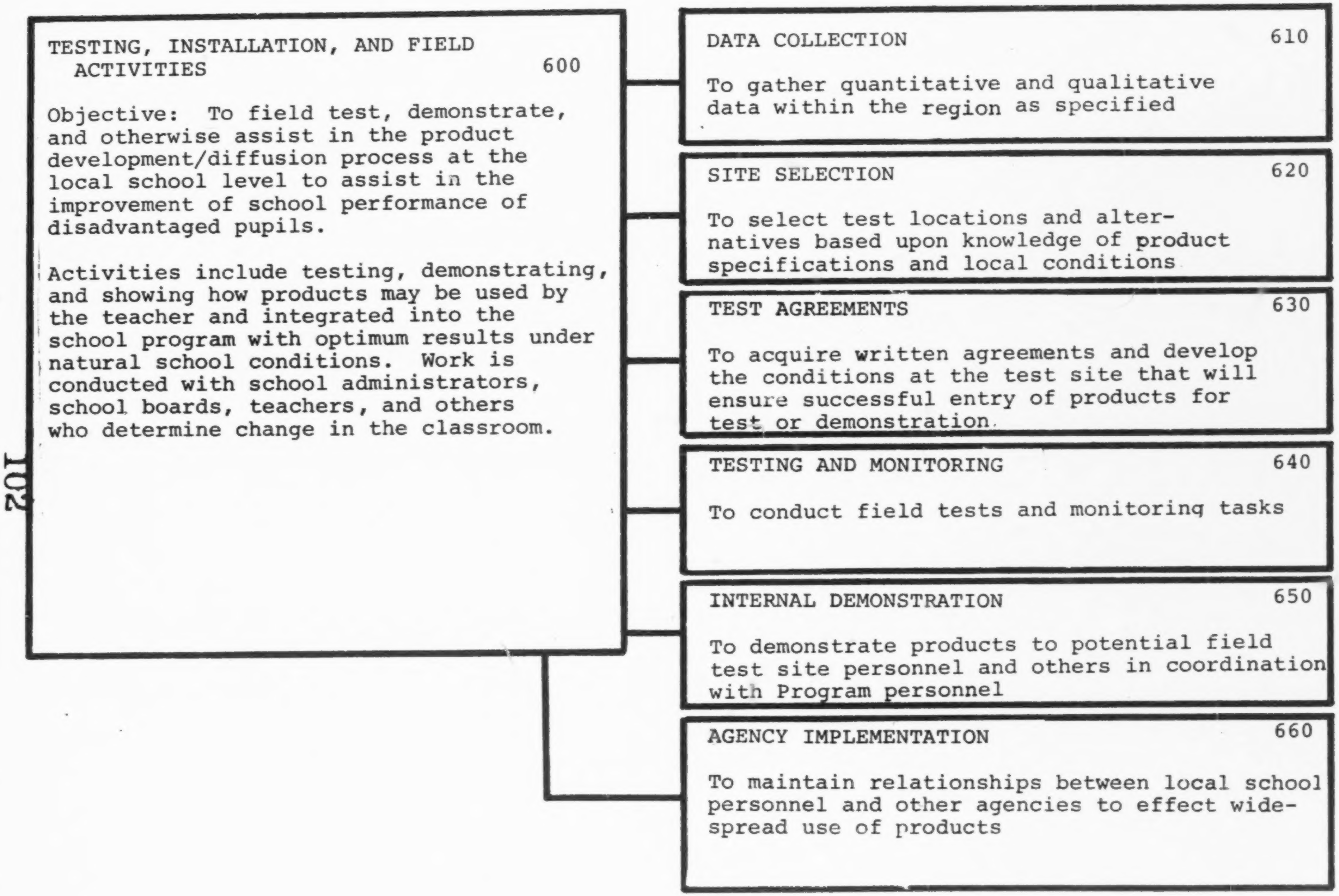
PLANNING, RESEARCH AND EVALUATION

Evaluation

Activity 524 Objective: To evaluate the extent to which the Laboratory is meeting its goals and objectives

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments — Estimated 1970 Costs $14,402 | | Estimated 1971 Costs $ 14,685<br>Staff # .41 # .34 |
| .1E Assessment and interpretation of results of formative evaluation conducted in 1969-70 | Interpretation of results indicated a need for revision of 32 lessons to increase difficulty of lessons and also seemed to suggest the need for an instrument more sensitive to PLDK, Level P gains than the Caldwell Preschool Inventory. | .2H Interpretation of results of summative and formative evaluations conducted in 1970-71 field tests |
| Actual Accomplishment(s) — Actual Costs $8,360<br>Staff # .41 # .34 | | |
| .1E Evaluation and interpretation of results of formative evaluation of SEL/Project Language<br>.1E Assessment and interpretation of results of formative evaluation conducted in Summer 1970 with SEL's Teacher's Checklist Guide Sheets for PLDK, Level P | | Explanation of Costs:<br>Workload Estimate |

# TESTING, INSTALLATION, AND FIELD ACTIVITIES



**TESTING, INSTALLATION, AND FIELD ACTIVITIES** 600

Objective: To field test, demonstrate, and otherwise assist in the product development/diffusion process at the local school level to assist in the improvement of school performance of disadvantaged pupils.

Activities include testing, demonstrating, and showing how products may be used by the teacher and integrated into the school program with optimum results under natural school conditions. Work is conducted with school administrators, school boards, teachers, and others who determine change in the classroom.

**DATA COLLECTION** 610

To gather quantitative and qualitative data within the region as specified

**SITE SELECTION** 620

To select test locations and alternatives based upon knowledge of product specifications and local conditions

**TEST AGREEMENTS** 630

To acquire written agreements and develop the conditions at the test site that will ensure successful entry of products for test or demonstration.

**TESTING AND MONITORING** 640

To conduct field tests and monitoring tasks

**INTERNAL DEMONSTRATION** 650

To demonstrate products to potential field test site personnel and others in coordination with Program personnel

**AGENCY IMPLEMENTATION** 660

To maintain relationships between local school personnel and other agencies to effect widespread use of products

## Record of Actual and Projected Accomplishments

Exhibit A

TESTING, INSTALLATION, AND FIELD ACTIVITIES

Objective: To field test, demonstrate, and otherwise assist in the product development/diffusion process at the local school level so as to assist in improvement of school performance of disadvantaged pupils

Activity 610 Objective: To gather quantitative and qualitative data within the region as specified

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments — Estimated 1970 Costs $10,801 | | Estimated 1971 Costs $11,014<br>Staff # .30 # .26 |
| .1G Administration of tests for base line data, WDRSD: Word Attack<br>.2B Gathering quantitative and qualitative data pertaining to the region's target population, schools, communities, etc. | Data has been gathered on present (70-71) and future test sites. A county-by-county identifi- of disadvantaged students has been completed for the three-state area. | .3G Administration of test for base line data, WDRSD: Study Skills<br>.4B Continuation of .2B |
| Actual Accomplishment(s) — Actual Costs $6,270<br>Staff # .31 # .26<br>All 1970 expected accomplishments achieved | | Explanation of Costs: Previous Experience |

Record of Actual and Projected Accomplishments

Exhibit A

TESTING, INSTALLATION AND FIELD ACTIVITIES

Activity 620 Objective: To select test locations and alternatives based upon knowledge of product specifications and local conditions

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments<br>Estimated 1970 Costs<br>$10,801 | | Estimated 1971 Costs<br>$ 11.014<br>Staff # .30 # .26 |
| .1E Selection of formative test sites, SEL/PL<br>.2H Selection of summative test sites, WDRSD: Word Attack<br>.3E Selection of formative test sites, Criterion-Referenced Test, PLDK (P)<br>.4E Selection of formative test sites, Checklist Guide Sheets<br>.5H Selection of summative test sites, Karnes Ameliorative Program | Identification and selection of specific test sites based on established criteria was accomplished as specified. | .6H Selection of summative test sites WDRSD: Study Skills<br>.7H Selection of summative test sites, Criterion-Referenced Tests, PLDK (P)<br>.8H Selection of summative test sites, Checklist Guide Sheets PLDK (P)<br>.9H Selection of summative test sites, SWRL |
| Actual Accomplishment(s)<br>Actual Costs<br>$6,270<br>Staff # .31 # .26<br>All 1970 expected accomplishments achieved | | Explanation of Costs:<br>Previous Experience |

Record of Actual and Projected Accomplishments Exhibit A

TESTING, INSTALLATION AND FIELD ACTIVITIES

Activity 630 Objective: To acquire written agreements and develop conditions at test sites that will insure successful entry of products for test or demonstration

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments<br>Estimated 1970 Costs $14,402 | | Estimated 1971 Costs $14,685<br>Staff # .41 # .34 |
| .1E Establishment of written agreements with formative test sites, SEL/PL<br>.2H Establishment of written agreements with summative test sites, WDRSD: Word Attack<br>.3E Establishment of written agreements with formative test sites, Criterion Referenced Test, PLDK (P)<br>.4E Establishment of written agreements with formative test sites, Checklist Guide Sheets<br>.5H Establishment of written agreements with summative test sites, Karnes Ameliorative Program | A model agreement form that can be used or adopted for all future test sites agreements was developed and implemented with 1970 test sites. | .6H Establishment of written agreements with summative sites WDRSD: Study Skills<br>.7H Establishment of written agreements with summative test sites, Criterion-Referenced Test, PLDK (P)<br>.8H Establishment of written agreements with summative test sites, Checklist Guide Sheets, PLDK (P)<br>.9H Establishment of written agreements with summative test sites, SWRL |
| Actual Accomplishment(s)<br>Actual Costs $8,360<br>Staff # .41 # .34<br>All 1970 expected accomplishments achieved | | Explanation of Costs:<br>Previous Experience |

Record of Actual and Projected Accomplishments

Exhibit A

TESTING, INSTALLATION AND FIELD ACTIVITIES

Activity 640 Objective: To conduct field tests and monitoring tasks

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments — Estimated 1970 Costs $86,410 | | Estimated 1971 Costs $88,125<br>Staff # 2.55 # 2.04 |
| .1H Monitoring local inservice workshops, WDRSD: Word Attack<br>.2H Administration of diagnostic tests, WDRSD: Word Attack<br>.3H Monitoring local implementation, WDRSD: Word Attack<br>.4H Administration of selected sections, ITPA, as pretest to randomly selected children (minimum 20 per site), KAP<br>.5H Monitoring local implementation, KAP | Scheduled tests have been administered according to specifications. Ongoing schedules of site monitoring have been established. | .6H Continuation of .3H<br>.7H Administration of criterion-referenced test as measures of achievement, WDRSD: Word Attack<br>.8H Monitoring inservice workshops, WDRSD: Study Skills<br>.9H Administration of diagnostic tests, WDRSD: Study Skills<br>10H Monitoring local implementation, WDRSD: Study Skills<br>11H Administration of selected sections, ITPA, as posttest to children selected at random (minimum 20 per site), KAP |
| Actual Accomplishment(s) — Actual Costs $50,160<br>Staff # 2.48 # 2.06<br>All 1970 expected accomplishments achieved | | Explanation of Costs:<br>Previous Experience |

## Record of Actual and Projected Accomplishments

Exhibit A

TESTING, INSTALLATION AND FIELD ACTIVITIES

Activity 660 Objective: To develop relationships between local school personnel and other agencies to effect widespread use of products

| 1970 Accomplishments | Assessment of 1970 Effort | 1971 Projected Accomplishments |
|---|---|---|
| Expected Accomplishments<br>Estimated 1970 Costs $36,005 | | Estimated 1971 Costs $ 36,713<br>Staff # 1.03 # .85 |
| .1e Involvement of high level state education department representatives in discussion of mutually helpful roles of SEL and state departments of education<br>.2e Involvement of representatives from various educational agencies in the three-state area with teacher orientation conferences for products tested in FY 70-71<br>.3e Exchange of information with agencies such as Model Cities, Parent and Child Center, the Kettering Foundation, Division of Equal Educational Opportunity | Establishing relationships with representatives of the various educational departments and agencies is essential to the Laboratory. Efforts to effect these ties were intensified in 1970. | .4e Continuation of .1e, .2e, .3e |
| Actual Accomplishment(s)<br>Actual Costs $20,900<br>Staff # 1.03 # .85<br>All 1970 expected accomplishments achieved | | Explanation of Costs: Assessment of Activity to be Performed |

# STAFF SERVICES

STAFF SERVICES 700

Objective: To facilitate the activities of the Laboratory in achieving its mission and programmatic goals.

Staff Services provide logistical, technical and administrative assistance in completing the product development/diffusion process. These functions are strongly influenced by the research and development/diffusion nature of the Laboratory. The primary functions are the maintenance of the Laboratory finances and purchasing, plant care, and inventory. Other services are documentation, files, storage, office space, public information programs, and audio-visual and duplication services.

INFORMATION SERVICES 710

To provide the Laboratory with an information support system which will maximize the effectiveness of SEL within and outside the region; and to provide material production services which will insure the quality of completed products

DUPLICATION SERVICES 720

To support Laboratory efforts by reproducing materials generated for use by staff, field test personnel, and others as needed

AUDIO-VISUAL SERVICES 730

To support Laboratory efforts by collecting audio and videotapes of classroom activities, recording in-service training programs, and producing special programs for use internally and externally

BUSINESS SERVICES 740

To maintain all financial, purchasing, and other records; and, to propose policies and procedures which will facilitate the functioning and accountability of the Laboratory

# BUDGET SUMMARIES

## BUDGET RATIONALE

Southeastern Education Laboratory was advised by the Division of Educational Laboratories to prepare the Fiscal 1971 Contractor's Request for Continued Funding on the basis of $720,000 with the understanding that the programmatic implications of a 10-20% plus or minus variance would be discussed at the program review session.

The budget presented in Exhibit C is projected at a slight increase (1.94%) above the planning figures indicated above and represents only a subsistence level amount to achieve program objectives outlined in Exhibits A.

If the subsistence level budget were decreased 10 to 20%, it would necessitate termination of agreements the Laboratory has negotiated with developers to field test and evaluate their products. Such reduction would, of course, irreparably damage the Laboratory at a time when its mission and goals have been crystallized and its future course carefully charted. The possibility of such reduction is of grave concern to the Laboratory staff and to the educators and laymen throughout the Southeast who serve on our Board and Regional Council as well as the state educational leaders in the tri-state region who actively support and cooperate with the Laboratory.

The Laboratory intends to submit a supplemental request to support an increase of 10 to 20% above our currently projected budget.

## RESOURCE ALLOCATIONS

The allocation of funds among functional activities of Communication Skills, Preschool, and the two major program support functions of Planning, Research, and Evaluation and Testing, Installation, and Field Activities, is indicated below:

| | |
|---|---|
| Communication Skills | $227,620 |
| Preschool | 121,151 |
| Planning, Research, and Evaluation | 223,949 |
| Testing, Installation, and Field Activities | 161,551 |
| | $734,271 |

The two major program support services are allocated to programs on an approximate 6:4 ratio resulting in total program costs including application of institutional costs of $448,170 to Communication Skills and $286,101 to Preschool as shown in Exhibit C.

The percent of funds (30.4%) allocated to Planning, Research, and Evaluation and to Testing, Installation and Field Activities (22.0%) represents the emphasis upon the Laboratory's role to search, identify, and select promising educational products for field testing and evaluation and to diffuse those products which achieve predetermined objectives.

The organizational distribution of funds before allocation follows:

| | |
|---|---|
| Communication Skills Program | $165,242 |
| Preschool Program | 97,482 |
| Planning, Research, and Evaluation | 114,675 |
| Testing, Evaluation, and Field Activities | 92,502 |
| Information Services | 99,000 |
| Institutional Services | 165,370 |
| | $734,271 |

SUMMARY COSTS
PROGRAM, PROGRAM SUPPORT, & INDIRECT INSTITUTIONAL COSTS

EXHIBIT C
FY 1970 ESTIMATED

| BUDGET CATEGORY | (A) PROGRAM COSTS | | (B) PROGRAM SUPPORT COSTS | | | (C) INSTITUTIONAL COSTS | (A)+(B)+(C) GRAND TOTAL |
|---|---|---|---|---|---|---|---|
| | COMM. SKILLS | PRESCHOOL | PRE | T & I | INFO. SERV. | | |
| 1. Personnel Compensation | | | | | | | |
| Salaries & Wages | 95,777 | 54,136 | 59,850 | 52,150 | 63,740 | 72,658 | 398,311 |
| Consultants | 31,375 | 21,961 | 2,600 | 3,390 | 1,830 | 6,630 | 67,786 |
| Other | 213 | | | | | 800 | 1,013 |
| 2. Personnel Benefits | 14,100 | 8,878 | 9,848 | 8,958 | 9,158 | 10,711 | 61,653 |
| 3. Transportation of Persons | 21,100 | 13,940 | 6,100 | 6,950 | 1,625 | 25,154 | 74,869 |
| 4. Transportation of Things | | | | | | | |
| 5. Rent, Communications & Utilities | 7,025 | 5,500 | 6,480 | 5,374 | 8,813 | 13,925 | 47,117 |
| 6. Printing & Reproduction | | | | | 11,850 | 0 | 11,850 |
| 7. Other Services | | | | | | | |
| Data Processing | | | | | | | |
| Subcontracts & Agreements | | 3,900 | | 1,852 | | 0 | 5,752 |
| Other | | 600 | | 600 | 250 | 9,482 | 10,932 |
| 8. Supplies | 23,071 | 4,000 | 500 | 500 | 6,000 | 3,000 | 37,071 |
| 9. Equipment | | | | | 1,580 | 2,150 | 3,730 |
| SUBTOTALS | $192,661 | $112,915 | $85,378 | $79,774 | $104,846 | $144,510 | $720,084 |
| Allocation of INFO. SERV. & (C) | 30,564 | 5,900 | 134,247 | 78,645 | | | |
| Allocation of PRE and T & I | 215,706 | 162,338 | 219,625 | 158,419 | | | |
| PROGRAM TOTALS | $438,931 | $281,153 | + $ Nonallocable Indirect or Institutional Costs | | | + $ Estimated Carryover (1970 only) | = $ 720,084 DEL Title IV Funding Level |

EXHIBIT C
FY 1971

## SUMMARY COSTS
## PROGRAM, PROGRAM SUPPORT, & INDIRECT INSTITUTIONAL COSTS

| BUDGET CATEGORY | (A) PROGRAM COSTS |  | (B) PROGRAM SUPPORT COSTS |  |  | (C) INSTITUTIONAL COSTS | (A)+(B)+(C) GRAND TOTAL |
|---|---|---|---|---|---|---|---|
|  | COMM. SKILLS | PRESCHOOL | PRE | T & I | INFO. SERV. |  |  |
| 1. Personnel Compensation |  |  |  |  |  |  |  |
| Salaries & Wages | 109,408 | 53,230 | 74,123 | 66,191 | 63,119 | 85,921 | 451,992 |
| Consultants | 13,250 | 10,275 | 4,275 | 3,113 | 2,600 | 7,650 | 41,163 |
| Other |  |  |  |  |  |  |  |
| 2. Personnel Benefits | 17,946 | 8,832 | 12,522 | 11,498 | 9,075 | 12,525 | 72,398 |
| 3. Transportation of Persons | 16,650 | 12,600 | 5,630 | 9,550 | 2,850 | 17,179 | 64,459 |
| 4. Transportation of Things | 300 | 300 | 300 | 250 | 1,500 | 800 | 3,450 |
| 5. Rent, Communications & Utilities | 6,688 | 6,450 | 6,325 | 1,900 | 7,856 | 13,875 | 43,094 |
| 6. Printing & Reproduction |  |  |  |  | 12,000 |  | 12,000 |
| 7. Other Services |  |  |  |  |  |  |  |
| Data Processing |  |  | 5,000 |  |  |  | 5,000 |
| Subcontracts & Agreements |  | 4,795 |  |  |  |  | 4,795 |
| Other | 1,000 | 1,000 | 1,000 |  |  | 17,820 | 20,820 |
| 8. Supplies |  |  | 3,000 |  |  | 8,100 | 11,100 |
| 9. Equipment |  |  | 2,500 |  |  | 1,500 | 4,000 |
| SUBTOTALS | $165,242 | $97,482 | $114,675 | $92,502 | $99,000 | $165,370 | $734,271 |
| Allocation of INFO. SERV. & (C) | 62,378 | 23,669 | 109,274 | 69,049 |  |  |  |
| Allocation of PRE and T & I | 220,550 | 164,950 | 223,949 | 161,551 |  |  |  |
| PROGRAM TOTALS | $448,170 | $286,101 | + $ Nonallocable Indirect or Institutional Costs |  |  | + $ Estimated Carryover (1970 only) | = $ 734,271 DEL Title IV Funding Level |

# SEL OPERATIONAL DEFINITIONS

## SEL OPERATIONAL DEFINITIONS

1. Demonstration. The second step in the diffusion process. Demonstration provides an opportunity for users to examine and assess the operating qualities of the product or innovation and emphasizes the exportation of the product to potential users through its actual use.

2. Diffusion Process. A process that involves information consumption, social interaction, and changes in behavior through which an innovation is assimilated into an individual, a group, or a system.

3. Dissemination. The first and continuing step in the diffusion process leading from awareness to product reality and conviction of the product's effectiveness.

4. External. A relative point of reference with regard to SEL as an entity, e.g., operations outside SEL, its staff and its agents, with a Laboratory product. The external operations of the Laboratory are aimed at exporting the product.

5. Feasibility Study. A unit of work which has not reached the developmental sophistication of a program. Strategies have not been fully specified and a Basic Program Plan has not yet been written.

6. Formative Evaluation. Unit-by-unit testing of the proposed product methods, content, and materials under real or simulated field conditions. This step of the PD/DP is often called the pilot test.

7. Formulation. Translation of research and information into an innovative product proposal that may be used to improve learning.

8. Internal. A relative point of reference with regard to SEL as an entity, e.g., operations of the Laboratory, its agents, and staff. The internal operations with the proposed products are aimed at convincing the Laboratory of the proposed product's efficacy in fulfilling its specifications.

9. Installation. A continuation of the effort to export the product. Successful installation requires not only product implementation but that the product be routinized into an operation with minimal and amortized assistance from developers.

10. Instrumentation. Selection of representative parts of specifications that may be utilized to test the proposed product.

11. Milestone. A key event in the conduct of a program, the accomplishment of which is essential to the completion of the program. A milestone may signal the completion of a task or activity, the completion of an interim outcome or product, or a decision point regarding continuation or redirection of an activity, revision of a product, reallocation of funds, etc.

12. Objective. A statement which defines the product(s) which will be developed to achieve a specific outcome in a designated target population, and to solve the identified problem.

13. Outcomes. Changes in the target population which will result from the use of developed materials and methods or products.

14. Procedure Generation. Construction of learner and teacher activities which will fulfill the specifications of the design or the proposed product.

15. Product. An exportable method or material which will produce specified outcomes with designated target populations. Completed products have been sufficiently tested so that outcomes are reliably achieved in a natural setting.

16. Product Demonstration. An effort to prove the product's effectiveness to potential users, under minimally supervised conditions.

17. Product Installation. A concerted effort to further prove the product's effectiveness without outside assistance from the developers on the basis of its exportability to the target population.

18. Product Integration. Packaging the product and its components into a form which is effective and pleasing to the users.

19. Product Review-Process Evaluation. Determination that the product is ready for demonstration and an assessment of how effectively the product was produced.

20. Project. A unit of work which is discrete from any program in that its outcomes do not specifically contribute to the achievement of the objectives of any current program. A project, like a program, has specific objectives, and personnel, funds, and other laboratory resources identified with it.

21. Program. An organized set of interdependent efforts, operated under a Basic Program Plan, which is directed toward the solution of an important educational problem through producing materials and procedures which, when used as prescribed with a particular target population, will produce specified outcomes.

22. Program Component. A unit of work within a program for which there are specified objectives and to which personnel, funds, and other resources are allocated. A component may be subdivided into activities and activities into tasks to describe an effort at a greater level of detail.

23. Program Support Services. Services which are provided to two or more programs to avoid personnel and equipment duplication. Examples of such functions are production and design services, evaluation staffs, statistical and data processing services, field testing staffs, and units specializing in dissemination functions.

24. Revision Cycle 1. Refinement for further development or revision and recycling if formative evaluation results were negative.

25. Revision Cycle 2. Refinement or minor revision if summative evaluation revealed rectifiable reasons for recycling.

26. Specification. Documenting specific items in the attainment of the objectives of the proposed product.

27. Summative Evaluation. Testing the product's overall effectiveness under normal but supervised conditions (often called field test).

28. Target Population. The group which will be ultimately affected. A target population should be described in terms of age and role and ethnic, demographic, economic, social and cultural characteristics.

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# SEL CRCF 1970-71

## Supplement II

## Appendices

Southeastern Education Laboratory
3450 International Boulevard
Atlanta, Georgia 30354

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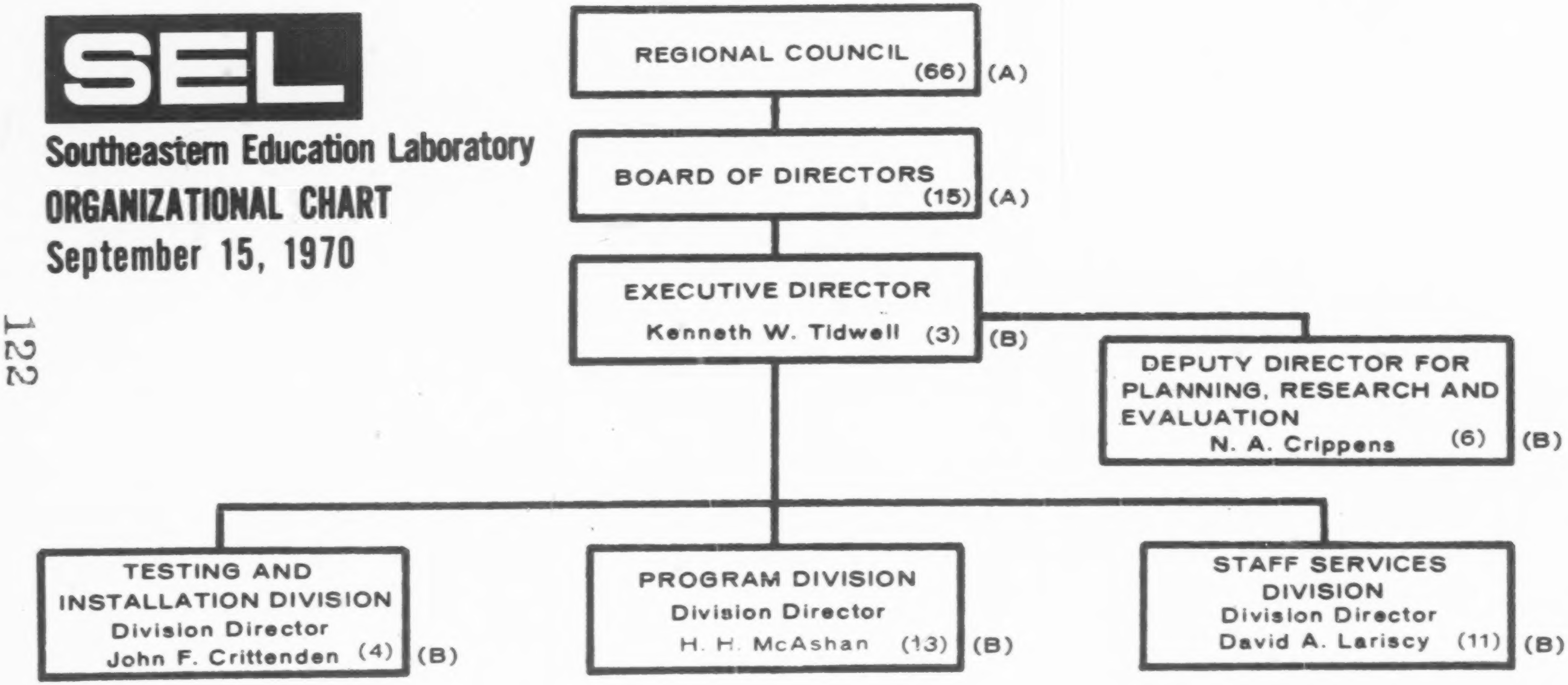
# LABORATORY ORGANIZATIONAL CHART

SEL

## Southeastern Education Laboratory
## ORGANIZATIONAL CHART
September 15, 1970


REGIONAL COUNCIL (66) (A)
BOARD OF DIRECTORS (15) (A)
EXECUTIVE DIRECTOR Kenneth W. Tidwell (3) (B)
DEPUTY DIRECTOR FOR PLANNING, RESEARCH AND EVALUATION N. A. Crippens (6) (B)
TESTING AND INSTALLATION DIVISION Division Director John F. Crittenden (4) (B)
PROGRAM DIVISION Division Director H. H. McAshan (13) (B)
STAFF SERVICES DIVISION Division Director David A. Lariscy (11) (B)

(A) – Number of non-salaried members

(B) – Number of salaried employees

# STAFFING SUMMARY TABLE

# GOVERNING BOARD AND ADVISORY GROUPS

## GOVERNING BOARD AND ADVISORY GROUP

The Board of Directors of Southeastern Education Laboratory performs several important functions for the Laboratory. Together with the Executive Director, who is appointed by the Board, it establishes objectives and determine policies for the overall operation of the Laboratory. The fifteen member Board plans, monitors, and assesses operations by meeting with the Executive Director bimonthly. The President of the Board for FY 1971 is Dr. William A. Hunter, Dean, School of Education, Tuskegee Institute; the Vice-President is Dr. Jean A. Battle, Dean, College of Education at the University of South Florida; Dr. J. A. Williams, Dean, School of Education, University of Georgia, is Treasurer. Dr. Kenneth W. Tidwell, Executive Director of the Laboratory, is Executive Secretary of the Board. Immediate Past-President is Dr. H. Titus Singletary, Assistant State Superintendent of Georgia Schools.

The sixty-six members of the SEL Regional Council comprise the major advisory body of the Laboratory. The membership represents the educational interests of the Southeast to the Laboratory and, in turn, makes known the Laboratory's findings to appropriate agencies and people in the region. The Council elects the Board of Directors and meets with the Board and staff annually. The annual meeting includes a presentation of Laboratory accomplishments during the year; the Executive Director's Annual Report to the Council; the election of members to the Board; and discussions about long-range plans. The Chairman of the Regional Council is Mr. Clyde W. Kimball, Principal of E. Rivers Elementary School, Atlanta; Mrs. Mary E. Preyer, Principal of McCoo High School, Eufaula, Alabama, is Vice-Chairman; and Mr. Warren Smith, Director of Nova Schools, Fort Lauderdale, Florida, is Secretary.

## BOARD OF DIRECTORS

OFFICERS (1970-71)

| | |
|---|---|
| Dr. William A. Hunter<br>Dean, School of Education<br>P. O. Box 962<br>Tuskegee Institute<br>Tuskegee Institute, Alabama 36088 | President |
| Dr. Jean A. Battle<br>Dean, College of Education<br>University of South Florida<br>Tampa, Florida 33620 | Vice-President |
| Dr. J. A. Williams<br>Dean, School of Education<br>University of Georgia<br>Athens, Georgia 30601 | Treasurer |
| Dr. Kenneth W. Tidwell<br>Executive Director<br>Southeastern Education Laboratory<br>3450 International Boulevard<br>Atlanta, Georgia 30354 | Executive Secretary |

---

Mr. Joseph T. Amisano
Architect
148 Cain Street
Atlanta, Georgia 30303

Mrs. Dorothy Baylor
Route 5, Box 389
Gainesville, Georgia 30501

Dr. John R. Beery
Dean, School of Education
University of Miami
Coral Gables, Florida 33124

Dr. J. C. Blair
Director of Secondary Education
State Department of Education
Montgomery, Alabama 36104

Dr. Leander L. Boykin
Professor of Education
Florida A & M University
Tallahassee, Florida 32307

Mr. Ulysses Byas
Superintendent
Macon County School System
Tuskegee, Alabama 36083

Dr. Joseph Crenshaw
Assistant State Commissioner
Department of Education
369 Knott Building
Tallahassee, Florida 32301

Mrs. Fannie Nelson
Executive Secretary
Alabama State Congress of Parents and Teachers
492 South Court Street
Montgomery, Alabama 36104

Dr. Truman M. Pierce
Dean, School of Education
Auburn University
Auburn, Alabama 36830

Dr. H. Titus Singletary, Jr.
Associate State Superintendent of Schools
State Department of Education
239 State Office Building
Atlanta, Georgia 30334

Mr. Harry Vaughn, Jr.
Vice President
U. S. Sugar Corporation
Clewiston, Florida 33440

## EX OFFICIO MEMBER OF BOARD

Mr. Clyde W. Kimball, Principal
E. Rivers Elementary School
8 Peachtree Battle Avenue, N.W.
Atlanta, Georgia 30305

## REGIONAL COUNCIL

OFFICERS (1970-71)

| | |
|---|---|
| Mr. Clyde W. Kimball<br>Principal<br>E. Rivers Elementary School<br>8 Peachtree Battle Avenue, N.W.<br>Atlanta, Georgia 30305 | Chairman |
| Mrs. Mary E. Preyer<br>Principal<br>T. V. McCoo High School<br>Eufaula, Alabama 36027 | Vice-Chairman |
| Mr. Warren Smith<br>Director, Nova Schools<br>3600 S. W. College Avenue<br>Fort Lauderdale, Florida 33314 | Secretary |

---

Mrs. Irma Allen
2507 Northwest 9th Street
Fort Lauderdale, Florida 33311

Dr. R. C. Anderson
Vice-President for Research
University of Georgia
Athens, Georgia 30601

Dr. Jean A. Battle, Dean
College of Education
University of South Florida
Tampa, Florida 33620

Mr. I. L. Bell
Whatley Elementary School
Whatley, Alabama 36482

Dr. John R. Beery
Dean, School of Education
University of Miami
Coral Gables, Florida 33124

Dr. Robert E. Bills
Research Professor of Education
Box 1937
University of Alabama
University, Alabama 35486

Dr. J. Clyde Blair, Director
Division of Secondary Education
Alabama State Department of Education
Montgomery, Alabama 36100

Miss Marcia Bowers
P. O. Box 191
Prattville, Alabama 36067

Mr. Raygene Burkett
Principal
Emma P. Flowers School
Ozark, Alabama 36360

Mrs. Essie B. Buskey
1020-A Faculty Circle
Montgomery, Alabama 36106

Mr. D. B. Christie
Superintendent
Griffin-Spalding School System
Griffin, Georgia 30223

Dr. Russell S. Clark
Director
Division of Planning, Research & Evaluation
State Department of Education
State Office Building
Atlanta, Georgia 30334

Dr. Tilman C. Cothran
Professor of Sociology
Atlanta University
Atlanta, Georgia 30314

Dr. Joseph Crenshaw
Assistant State Commissioner
State Department of Education
369 Knott Building
Tallahassee, Florida 32301

Mr. Ollie Daugherty
Director
Educational Improvement Planning
125 Miles Johnson Building
Tallahassee, Florida

Mr. James B. Drew, Jr.
Attorney at Law
1221 First National Bank Building
Atlanta, Georgia 30303

Mr. Guy Forman
Physics Department
University of South Florida
Tampa, Florida 33620

Mrs. Evelyn Fuller
3004 Woodhaven Circle
Birmingham, Alabama 35243

Mrs. Barbara Goodwin
1732 Rock Springs Road, N. E.
Atlanta, Georgia 30324

Mr. Jack Guistwhite
Director
Office of Inter-Instructional Relations
Florida Atlantic University
Boca Raton, Florida 33432

Dr. Joseph Grosslight
Head
Department of Psychology
Florida State University
Tallahassee, Florida 32302

Mr. Edwin Hale
Fitzgerald High School
Fitzgerald, Georgia

Dr. Anita Harrow
140 E. Columbus Drive
Tampa, Florida

Mr. Ralph Higginbotham
Box 1408
Anniston, Alabama 36201

Dr. William A. Hunter
Dean, School of Education
P. O. Box 962
Tuskegee Institute
Tuskegee, Alabama 36083

Mr. Nathaniel H. Ingram
1702 Ezra Church Road
Atlanta, Georgia 30303

Mr. E. Simpson James
Principal
Pittsview High School
Route 1, Box 47
Pittsview, Alabama 36871

Dr. Kermit Johnson, President
Montevallo University
Montevallo, Alabama 35515

Dr. Charles T. Lester
Dean
Graduate School of Arts and Sciences
Emory University
Atlanta, Georgia 30322

Dr. Raymond L. Lilly
Dental Surgeon
Suite 610, Candler Building
Peachtree Street, N. E.
Atlanta, Georgia

Dr. W. Morrison McCall
State Department of Education
Montgomery, Alabama 36104

Mrs. Dorothy McLean
322 South Burlingame Avenue
Temple Terrace, Florida 33617

Dr. James B. McMillan
Head
Department of English
University of Alabama
University, Alabama 35486

Mrs. Adis Orr
1438 Crossway
West Palm Beach, Florida 33401

Mr. Charles E. Perry
Board of Regents
State of Florida
Tallahassee, Florida 32302

Mr. Joseph Pickard
Superintendent
Selma City Schools
P. O. Box F
Selma, Alabama 36701

Dr. Truman M. Pierce
Dean
School of Education
Auburn University
Auburn, Alabama 36830

Dr. Ralph D. Schmidt
Emory University
Atlanta, Georgia 30322

Mr. Bert L. Sharp
Dean, College of Education
University of Florida
Gainesville, Florida 32601

Mr. Robert N. Shigley
Director, Special Education and Pupil Service
State Department of Education
State Office Building
Atlanta, Georgia 30334

Miss Sara Singleton
Curriculum Director
Whitfield County Schools
1306 S. Dixie Highway
Dalton, Georgia 30720

Dr. Lawrence Smith
899 S. W. 9th Terrace
Boca Raton, Florida 33432

Dr. William Spears
Department of Psychology
Auburn University
Auburn, Alabama 36830

Dr. Harold M. Stahmer
Associate Dean
College of Arts and Sciences
University of Florida
Gainesville, Florida 32601

Dr. Richard Stewart
Director
Indian River Regional Education Development Council
1002 20th Place
Vero Beach, Florida 32601

Mr. W. S. Talbot
Superintendent of Public Instruction
Alachua County
1102 N. E. 5th Avenue
Gainesville, Florida 32601

Dr. Charlton W. Tebeau
History Department
University of Miami
Coral Gables, Florida 33124

Dr. Edward D. Weaver
Dean, School of Education
Atlanta University
Atlanta, Georgia  30314

Dr. Paul West
Fulton County Schools
500 Fulton County Administration Building
Atlanta, Georgia 30303

Mr. Harold B. Whitehurst
P. O. Box 515
Wildwood, Florida 32785

Dr. J. A. Williams
Dean
School of Education
University of Georgia
Athens, Georgia 30601

# COOPERATIVE RELATIONSHIPS

COOPERATIVE RELATIONSHIPS

Contributing to 1970 Accomplishments

Program: 100 (Communication Skills)

| Purpose of Relationship (How it contributed to Accomplishments) | Name and Location of Agencies Cooperating with Laboratory | Statement Describing Nature of Relationshp (e.g. subcontract, joint agreement, etc.) dollars or dollar equivalent contributed by agency and source if funds come from other Federal Programs (e.g. Title I) | Laboratory Contribution (dollars or dollar equivalent) |
|---|---|---|---|
| 1970: Provided sites to pilot test SEL/ Project Language (formerly MLDP) | (Readimobile)<br>Twiggs Co., Ga.<br>School System<br>Jeffersonville, Ga. | Joint Agreement.<br>School system provided salaries of Readimobile presenter and technician and maintenance of bus. | SEL (who originally furnished the bus) provided curriculum materials. |
|  | (Readimobile)<br>Choctaw Co., Ala.<br>School System<br>Butler, Ala. | Same as above. | Same as above. |
| 1971: Will provide site to pilot test SEL/Project Language materials | (Readimobile)<br>Twiggs Co., Ga.<br>School System<br>Jeffersonville, Ga. | Joint Agreement. School system will provide salaries of Readimobile presenter and technician and maintenance of bus, and will make available 100 pupils of kindergarten age. | SEL will provide curriculum materials, teacher training, and consultants. $2,650. |
|  | (Readimobile)<br>Chattooga Co., Ga.<br>School System<br>Summerville, Ga. | Same as above. | Same as above. |

## COOPERATIVE RELATIONSHIPS

## Contributing to 1970 Accomplishments

Program: 100 (Communication Skills)

| Purpose of Relationship (How it contributed to Accomplishments) | Name and Location of Agencies Cooperating with Laboratory | Statement Describing Nature of Relationshp (e.g. subcontract, joint agreement, etc.) dollars or dollar equivalent contributed by agency and source if funds come from other Federal Programs (e.g. Title I) | Laboratory Contribution (dollars or dollar equivalent) |
|---|---|---|---|
|  | (Readimobile)<br>Wakulla Co., Fla.<br>School System<br>Wakulla, Fla. | Same as above (75 pupils). | Same as above.<br>$2,700. |
| 1971: Will provide site to pilot test SEL/Project Language materials | (Elementary School)<br>Gadsden Co., Fla.<br>School System<br>Chattahoochee, Fla. | Joint Agreement. School system will provide one teacher, one class of pupils, 1st grade. | $2,065. |
|  | (Elementary School)<br>Atlanta, Ga.<br>School System | Joint Agreement. | $2,105. |
|  | (Elementary School)<br>Birmingham, Ala.<br>School System | Joint Agreement. | $2,005. |

COOPERATIVE RELATIONSHIPS

Contributing to 1970 Accomplishments

Program: 100 (Communication Skills) (continued)

| Purpose of Relationship (How it contributed to Accomplishments) | Name and Location of Agencies Cooperating with Laboratory | Statement Describing Nature of Relationshp (e.g. subcontract, joint agreement, etc.) dollars or dollar equivalent contributed by agency and source if funds come from other Federal Programs (e.g. Title I) | Laboratory Contribution (dollars or dollar equivalent) |
|---|---|---|---|
| 1971: Will provide site to field test Wisconsin Design for Reading Skill Development: Word Attack, primary level (grade 1, 2, 3) | (Elementary School)<br>Atlanta, Ga.<br>School System | Joint Agreement. School system will provide two sites, 515 pupils, 20 teachers. | $6,075.<br>(materials, teacher training, consultants) |

## COOPERATIVE RELATIONSHIPS

Contributing to 1970 Accomplishments

Program: 100 (Communication Skills)

| Purpose of Relationship (How it contributed to Accomplishments) | Name and Location of Agencies Cooperating with Laboratory | Statement Describing Nature of Relationshp (e.g. subcontract, joint agreement, etc.) dollars or dollar equivalent contributed by agency and source if funds come from other Federal Programs (e.g. Title I) | Laboratory Contribution (dollars or dollar equivalent) |
|---|---|---|---|
| | (Elementary School)<br>Cullman, Ala.<br>School System | Joint Agreement. School system will provide 360 pupils, 12 teachers. | $4,645.<br>(Same as above) |
| | (Elementary School)<br>Huntsville, Ala.<br>School System | Joint Agreement. School system will provide 360 pupils, 9 teachers. | $,3580.<br>(Same as above) |
| | (Elementary School)<br>Douglas Co., Ga.<br>School System<br>Winston, Ga. | Joint Agreement. School system will provide 190 pupils, 9 teachers. | $3,160.<br>(Same as above) |
| | (Elementary School)<br>Glades Co., Fla.<br>School System | Joint Agreement. School system will provide 325 pupils, 9 teachers | $4,350.<br>(Same as above) |
| | (Elementary School)<br>Dade Co., Fla.<br>School System<br>Miami, Fla. | Joint Agreement. School system will provide 360 pupils, 10 teachers. | $3,990.<br>(Same as above) |

## COOPERATIVE RELATIONSHIPS

## Contributing to 1970 Accomplishments

Program: 100 (Communication Skills)

| Purpose of Relationship (How it contributed to Accomplishments) | Name and Location of Agencies Cooperating with Laboratory | Statement Describing Nature of Relationshp (e.g. subcontract, joint agreement, etc.) dollars or dollar equivalent contributed by agency and source if funds come from other Federal Programs (e.g. Title I) | Laboratory Contribution (dollars or dollar equivalent) |
|---|---|---|---|
| 1971: To field test the Wisconsin Design for Reading Skill Development: Word Attack. (primary level). | Wisconsin Research and Development Center for Cognitive Learning Madison, Wisconsin | Joint Agreement. | $43,000. |

## COOPERATIVE RELATIONSHIPS

Contributing to 1970 Accomplishments

Program: 200 (Preschool)

| Purpose of Relationship (How it contributed to Accomplishments) | Name and Location of Agencies Cooperating with Laboratory | Statement Describing Nature of Relationshp (e.g. sub-contract, joint agreement, etc.) dollars or dollar equivalent contributed by agency and source if funds come from other Federal Programs (e.g. Title I) | Laboratory Contribution (dollars or dollar equivalent) |
|---|---|---|---|
| 1971: Will provide site to develop Teacher's Checklist Guide Sheets and Criterion-Referenced Test for Peabody Language Development Kit | (Readimobile)<br>Wakulla Co., Fla.<br>School System<br>Wakulla, Fla. | Joint Agreement. County will furnish 90 (approximately) 3 & 4 year old children, instructional personnel, and maintenance of Readimobile unit at approximate cost of $6,000. | $3,900. |
| 1971: To prepare Handbook on Preschool Instruction in a Mobile Unit. | Wakulla Co., Fla.<br>School System<br>Wakulla, Fla. | Sub-contract. Miss Jennifer Howse, Director of Planning, Research, and Evaluation, Wakulla County Schools, in collaboration with William Coulton, Program Specialist, will prepare handbook. Wakulla County will contribute approximately $5,000. | $10,000. |
| 1971: To field test Karnes Ameliorative Program. | (Elementary School)<br>Birmingham, Ala.<br>School System | Joint Agreement. School System will provide 20 children, age 4, 2 teachers and paraprofessionals. | $1,884. |

## COOPERATIVE RELATIONSHIPS

## Contributing to 1970 Accomplishments

Program: 200 (Preschool)

| Purpose of Relationship (How it contributed to Accomplishments) | Name and Location of Agencies Cooperating with Laboratory | Statement Describing Nature of Relationshp (e.g. subcontract, joint agreement, etc.) dollars or dollar equivalent contributed by agency and source if funds come from other Federal Programs (e.g. Title I) | Laboratory Contribution (dollars or dollar equivalent) |
|---|---|---|---|
|  | (Elementary School)<br>Macon Co., Ala.<br>School System<br>Tuskegee, Ala. | Joint Agreement. School system will provide 105 children, age 5, and 14 teachers and paraprofessionals. | $6,861. |
|  | (Learning Center)<br>Interfaith Day Care Services<br>Tallahassee, Fla. | Joint Agreement. Learning center will provide 90 children, ages 2, 3, 4, and 12 teachers and paraprofessionals. | $4,807. |
|  | (Elementary School)<br>Gulf Co., Fla.<br>School System<br>Port St. Joe, Fla. | Joint Agreement. Agency will provide a site at Wewahitchka, Fla., 25 children, age 4, and 4 teachers. | $2,466. |
| 1971: To field test Teacher's Checklist Guide Sheet and Criterion-Referenced Test for Peabody Language Kits. | (Readimobile)<br>Chattooga Co., Ga.<br>School System<br>Summerville, Ga. | Joint Agreement. School system will provide 63 pupils, ages 4 & 5, and instructional personnel. | $1,180. |

## COOPERATIVE RELATIONSHIPS

Contributing to 1970 Accomplishments

Program: 200 (Preschool)

| Purpose of Relationship (How it contributed to Accomplishments) | Name and Location of Agencies Cooperating with Laboratory | Statement Describing Nature of Relationshp (e.g. subcontract, joint agreement, etc.) dollars or dollar equivalent contributed by agency and source if funds come from other Federal Programs (e.g. Title I) | Laboratory Contribution (dollars or dollar equivalent) |
|---|---|---|---|
| 1970: To test Criterion-Referenced Teacher's Checklist Guide Sheets for PLDK (preliminary field test). | Tuscaloosa Co., Ala. School System | Joint Agreement. School system provided 250 pupils and 18 teachers and paraprofessionals. | SEL provided PLDK's and test. |

## COOPERATIVE RELATIONSHIPS

### Contributing to 1970 Accomplishments

Program: 200 (Preschool)

| Purpose of Relationship (How it contributed to Accomplishments) | Name and Location of Agencies Cooperating with Laboratory | Statement Describing Nature of Relationshp (e.g. sub-contract, joint agreement, etc.) dollars or dollar equivalent contributed by agency and source if funds come from other Federal Programs (e.g. Title I) | Laboratory Contribution (dollars or dollar equivalent) |
|---|---|---|---|
| | (Readimobile)<br>Wakulla Co., Fla.<br>School System<br>Wakulla, Fla. | Joint Agreement. School system will provide 37 pupils, ages 3 & 4, and instructional personnel. | $ 508. |
| Summer 1970: To field test Teacher's Checklist Guide Sheets for PLDK. | (Elementary School)<br>Tuscaloosa, Ala.<br>School System | Joint Agreement. School system provided 240 pupils, ages 5 & 6, and 12 teachers. | $2,999. |
| 1971: To supply resource material concerning Individually Guided Education for SEL in-service workshop | Kettering Foundation<br>(IDEA)<br>Dayton, Ohio | Joint Agreement. Materials will be made available free of cost. | None. |

## COOPERATIVE RELATIONSHIPS

## Contributing to 1970 Accomplishments

Program: Other Agreements

| Purpose of Relationship (How it contributed to Accomplishments) | Name and Location of Agencies Cooperating with Laboratory | Statement Describing Nature of Relationshp (e.g. subcontract, joint agreement, etc.) dollars or dollar equivalent contributed by agency and source if funds come from other Federal Programs (e.g. Title I) | Laboratory Contribution (dollars or dollar equivalent) |
|---|---|---|---|
| 1970-71: SEL has provided and will provide consultants to evaluate Title III proposals in the State of Georgia. | Georgia State Department of Education<br>Atlanta, Ga. | Service agreement. Georgia State Dept. of Education contributes $10,000 (approximately) from ESEA, Title III, funds. | Minimal. |
| 1970: SEL Rural Isolated Schools Project agreed to revise and publish SEL Pathways Series as a result of requests for these documents from local school systems and other interested persons and institutions. | Division of Equal Education Opportunities<br>USOE | Funding Contract. $11,205. | None. |
| 1971: To make library research facilities available on an exchange basis. | Atlanta Public Library<br>Atlanta City Schools Instructional Services Center<br>Emory University<br>Fulton Co. Schools | Joint Agreements. | None. |

## COOPERATIVE RELATIONSHIPS

### Contributing to 1970 Accomplishments

Program: Other Agreements (continued)

| Purpose of Relationship (How it contributed to Accomplishments) | Name and Location of Agencies Cooperating with Laboratory | Statement Describing Nature of Relationshp (e.g. subcontract, joint agreement, etc.) dollars or dollar equivalent contributed by agency and source if funds come from other Federal Programs (e.g. Title I) | Laboratory Contribution (dollars or dollar equivalent) |
|---|---|---|---|
| | Professional Library<br>Georgia State University Library<br>Georgia State Department of Education Library | | |
| Teacher Education | National Special Media Institutes<br>Michigan State University<br>East Lansing, Michigan | Cooperative Agreement | Bilateral |

# 1970 PUBLICATIONS AND REPORTS INDEX

## PUBLICATIONS, REPORTS AND PRODUCTS OF SEL

The publications, reports, and products described in the following pages are defined in SEL Operational Paper No. 3.[1] The system follows the generative nature of planning product selection, development, diffusion, assessment, and supportive informational efforts as presently defined and expressed. Monographs precede decisions for small planning papers which are, in turn, incorporated into larger, more comprehensive plans. Other types of reports furnish information which is formative in nature and is meaningful to staff members in completing tasks, activities, component and program objectives within specific time/resource frames. Multi-media or nonprint products, product elements, and information products are also included within this system. The following definitions of SEL publications, reports, and products will be helpful to the reader in reviewing the indices of accomplishments and projected accomplishments:

| | |
|---|---|
| Monograph | The monograph is a systematic and complete report of extant knowledge on a particular subject conducted by or at the initiation of the Laboratory. It is usually detailed in treatment, but not extensive in scope. It gives the purpose, defines terms, outlines study, and notes results. It reports the state of research in a given area |

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[1] Coulton, William F. The Document Reporting System of SEL. Atlanta: Southeastern Education Laboratory, 1970.

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|---|---|
| | and identifies what is presently not known as well as what is known. The purpose of the monograph is to provide the Laboratory with data necessary for program planning and product selection or development. The monograph can be historical, descriptive, or experimental and may answer questions raised in monographs previously published. It may be a survey of literature or a feasibility study for a product, program, project, component, or activity. |
| Product Testing Plan | The product testing plan utilizes the research reported in one or more monographs and constitutes the rationale for the selection, tryout and revision (Development Process) of extant products or those being developed by other Laboratories, Research and Development Centers, or other agencies. It includes criteria for selection, plans, objectives, costs, timetables, and other essential elements necessary for informed decision making. It may take the form of a proposal for funding by the Laboratory or by other agencies and institutions. All agreement forms for the site and developer are also included. |
| Product Development Plan | The product development plan utilizes the research reported in one or more monographs and constitutes the formulation statements necessary for the construction, tryout, and revision (Development Process) of a chosen product or strategy. It includes rationale, plans, costs, timetables, and other essential elements necessary for informed decision making. It may take the form of a proposal for funding by the Laboratory or by other agencies and institutions. All agreement forms for outside consultants who are expected to make major contributions to the formulation and/or developmental phases should be included. |

| | |
|---|---|
| Basic Program Plan | The Basic Program Plan is a strategic plan of work organized into a set of interdependent efforts directed toward a set of materials, procedures or other strategies which will achieve specified learning outcomes when used as prescribed with a particular target population. Event schedules, resources, decision points, and other elements should indicate the immediate, middle, and long-range goals of the program during the next several years. Monographs, Product Adoption and Product Development Plans are the bases upon which the program matrices, schedules, resources, problem statements, etc. will be combined into what may be called a Laboratory Program Plan in which individual programs predicate the major Laboratory mission. |
| Contractor's Request | The Contractor's Request is a report of accomplishments during a specified period of time and a proposal for funding new work in partial or complete fulfillment of objectives outlined in the schedules and plans of the Basic Program Plan. The Request is detailed and specifically outlines accomplishments and anticipated work of programs and components. Tasks and activities are related into a set of interdependent efforts directed toward realizable objectives. The Request is usually submitted for each fiscal year.<br>Basic Program Plans may be modified as a result of work accomplished and reported in the Request or as a result of new plans submitted for and approved by the funding authorities. An actual Contract for work to be accomplished is the outcome of the Request. |
| Operational Paper | The Operational Paper sets out the procedures and/or processes which will facilitate the activities specified in the Basic Program Plan and the approved Contract. Operational Papers concern both short- and long-range plans, since they guide the evolutionary programmatic efforts. These papers are explications |

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| | of policies and are procedural in facilitating and regulating the manner in which activities are carried out. Product Adoption and Product Development Plans, Basic Program Plans, Contracts and Directive Memoranda serve as the base upon which such papers are developed and maintained. |
| Technical Report | The Technical Report is a description and evaluation of an instructional system, product, or component at any phase of development. It may be an on-going progress report of activities, tasks, etc. or a final report. In all cases the technical report is a major internal communication vehicle by which Laboratory personnel account for their investments of time and resources toward a specified goal and is used as a reference for decisions regarding future assignments and new activities. Technical reports are anticipated at each decision point on event schedules and at other points when necessary. Research and development, USOE and other personnel outside the Laboratory will be given copies of technical reports when it is deemed appropriate. All technical reports conform to specifications outlined in Operational Papers. |
| Conference Report | The Conference Report recapitulates the major events occurring at a Laboratory-sponsored meeting which has direct or indirect influence upon programmatic efforts. Such meetings as in-service training programs, knowledge base workshops, and planning sessions are reported for use primarily by staff members. Conference results included in these reports provide decision points upon which future activities can be developed. |
| School Practices Report | The School Practices Report presents knowledge generated or assembled by the Laboratory regarding curriculum, instruction, learning, and target population; primarily to elementary and secondary school |

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| | practitioners. The information contained generally will be obtained from the monographs, technical reports, and occasional papers created at the Laboratory. |
| Special Report | The Special Report describes an activity which is not directly connected with product development but is of interest to Laboratory and/or other personnel by virtue of its content. Often, the report is in fulfillment of a Laboratory contract such as an evaluation of a non-Laboratory project or conference. Another example would be the report resulting from a staff member's attendance at a conference where the information provided would be of import to fellow members of the staff. Such reports are primarily for internal use, but may be duplicated for dissemination when appropriate. |
| Occasional Paper | The Occasional Paper is any report written for presentation on a specific occasion, such as a speech, which informs a given audience about some aspect of the Laboratory's operation. |
| Products | Complete packages of exportable methods and materials which will product specified outcomes with designated target populations. The elements contained in the package have been sufficiently tested separately and together so that outcomes are reliably achieved in a natural setting. Products may include nonprint as well as print materials. |

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|---|---|
| Internal Newsletter | A periodic newsletter which informs personnel in cooperating schools, as well as Laboratory staff and others in the Laboratory "family" about the on-going activities of the Laboratory is an informal but important reporting device. The intention of this publication is to create an *internal* communication medium by which all personnel connected in any way with the development of Laboratory products will have greater understanding about how each person contributes to the final product. *Lab Nous* is the present SEL vehicle that was designed for this purpose. |
| External Newsletter | A periodic newsletter which informs specific publics in addition to the immediate Laboratory "family" about Laboratory activities, and about monographs, research, school practice reports, and other products which are available either from the Laboratory or from other sources is a major vehicle for communication with the Lab's constituency. The intention of this publication is to create *external* communication medium by which research/development, governmental, public school, and other persons and publics will be kept informed about the Laboratory's activities and products. *SEL Report* presently serves this purpose. |
| Laboratory Brochures and News Releases | Laboratory brochures and news releases describe briefly the programs, products, events, or procedures of SEL by means of textual and graphic information. They are designed for particular publics and are also intended to assist new staff members and consultants during orientation periods. Brochures and releases are produced whenever there is a need for them and can be classified as informational products. |

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|---|---|
| Nonprint Information Products | Nonprint information products such as films, filmstrips, audio and visual tapes, etc., are developed in support of SEL's mission and the Lab's products. These products are designed for particular Lab publics and are created whenever there is a need for them. |

## FY 1970 PUBLICATIONS & REPORTS INDEX

| Program, Title and Author | Availability<br>Date | <br>Source | Purpose of Publication and Target Audience |
|---|---|---|---|
| 100: COMMUNICATION SKILLS | | | |
| Basic Program Plan | 1970 | SEL | A plan which describes immediate, middle and long range goals of the program for the next several years, together with specific intentions in regard to developing or testing materials, procedures, or other strategies for use in alleviating educational disadvantagement.<br>TA: In house document presented to DEL. |
| Work Plan | 1970 | SEL | The Work Plan applies the overall objectives and procedures outlined in the Basic Program Plan to specific program components and activities projected for the upcoming year.<br>TA: In house document presented to DEL. |
| Knowledge Base Conference (Conference Report # 3) | 1970 | SEL | Report of conference held (1) to identify and examine language arts curricula that may be appropriate for educationally deprived children in the elementary grades; (2) to explore possible strategies for improving language instruction of educationally deprived children; (3) to identify additional people qualified to assist the Laboratory as consultants to the Communication Skills Program<br>TA: In house document. |
| Thomas Starnes, A Formative Evaluation of MLDP (Technical Report #3) | 1970 | SEL | A lesson by lesson evaluation of the MLDP materials at the pilot stage level.<br>TA: Developers of MLDP materials and others interested in the product. |

| Program, Title and Author | Availability Date | Availability Source | Purpose of Publication and Target Audience |
|---|---|---|---|
| 100: COMMUNICATION SKILLS | | | |
| SEL/Project Language | 1/1971 | SEL | A readiness package of 32 lessons in multisensory language development.<br>TA: Disadvantaged school children, kindergarten level. |
| Richard L. Graves, A Generative Approach for Teaching Writing -Unit 1, Sentences and Non-Sentences: A Multi-Media Approach | 1971 | SEL | Instructional materials and methodology.<br>TA: 6th grade teachers & pupils. |

| Program, Title and Author | Availability Date | Source | Purpose of Publication and Target Audience |
|---|---|---|---|
| 200: PRESCHOOL | | | |
| Basic Program Plan | 1970 | SEL | A plan which describes immediate, middle, and long range goals of the program for the next several years, together with specific intentions in regard to developing or testing materials, procedures, or other strategies for use in alleviating educational disadvantagement.<br>TA: In house document presented to DEL. |
| Work Plan | 1970 | SEL | The Work Plan applies the overall objectives and procedures outlined in the Basic Program Plan to specific program components and activities projected for the upcoming year. |
| Knowledge Base Conference (Conference Report #1) | 1969 | SEL | Report of a conference held to expand the Laboratory's knowledge base concerning early childhood education, the children and resources in the region, the nature of educational disadvantages, educational products to alleviate them, and a variety of other pertinent topics.<br>TA: In house document |
| Midyear Readimobile Workshop (Conference Report #2) | 1970 | SEL | Report of a workshop held in Atlanta in February 1970 concerning the improvement of presentation techniques in the mobile instructional units.<br>TA: Workshop participants, other interested persons. |
| Ronald K. Parker and others. An Overview of Cognitive and Language Programs for 3, 4, & 5 Year Old Children (Monograph #4) | 1970 | SEL | Written as a partial knowledge base for the Southeastern Education Laboratory to plan a research program in early education, this monograph presents an overview of selected educational programs which have been developed to the point that a written curriculum exists and which have been evaluated empirically.<br>TA: Educators in the field of preschool programs. |

## FY 1970 PUBLICATIONS & REPORTS INDEX

| Program, Title and Author | Availability<br>Date | Source | Purpose of Publication and Target Audience |
|---|---|---|---|
| 200: PRESCHOOL | | | |
| Rex Toothman and Foster Watkins, The Readimobile Project: A Summary 1967-70 (Technical Report #1) | 1970 | SEL | A discussion of SEL's involvement in mobile unit instruction at the preschool level.<br>TA: Educators, administrators of preschool programs. |
| Ronald K. Parker, The Effectiveness of the Wakulla County Program (Technical Report #2) | 1970 | SEL/ERIC | A report on a research project which evaluated two approaches to preschool education using SEL's Readimobile as a classroom for rural four year old children. The two approaches consisted of (1) a general enrichment curriculum, and (2) Peabody Language Development Kit.<br>TA: Educators in the field of preschool education. |
| Jennifer Howse, Readimobile Handbook for Administrators (School Practices Report #3) | 1971 | SEL | Manual on preschool instruction in a mobile unit.<br>TA: Administrators and teachers of preschool programs. |

## FY 1970 PUBLICATIONS & REPORTS INDEX

| Program, Title and Author | Availability Date | Source | Purpose of Publication and Target Audience |
|---|---|---|---|
| OPERATIONAL PAPERS | | | |
| John Crittenden, Field Test Sites and Profiles, 1970-71 | 1971 | SEL | A description of the methods and procedures used to select field test sites, this document identifies each site according to types of materials being used and the purposes for testing. It also decribes the pupil population, school curriculum, faculty, testing program, and a brief history of site - SEL relationships.<br>TA: In house document. |
| William F. Coulton, The Document Reporting System, 1970 | 1970 | SEL | A description of a system intended to facilitate the programmatic and institutional activities of SEL by identifying major and minor decision points upon which future operations can be determined and by offering documentary evidence of evolution and progress toward achieving Laboratory goals and programmatic objectives.<br>TA: In house document. |
| Grace Corrick, The SEL Library System, Parts I, II, & III | 1970 | SEL | A library policies and procedures manual, together with a library guide for SEL staff, and an SEL guide for associated libraries.<br>TA: In house document, to be used also by anyone desiring the information services available through the SEL library. |
| N. A. Crippens, SEL Mission Statement | 1970 | SEL | A description of the mission and role of Laboratory as it relates to the disadvantaged population in Alabama, Florida, and Georgia.<br>TA: In house document. |
| Edward G. Barnes, and William F. Coulton, The Strategy Selection Process and the Product Development/ Diffusion Process. | 1970 | SEL | A description of the planning process and rationale by which the Laboratory selects and utilizes programs, activities and products and moves those products from conception to exportation.<br>TA: In house document. |

## FY 1970 PUBLICATIONS & REPORTS INDEX

| Program, Title and Author | Availability |  | Purpose of Publication and Target Audience |
|---|---|---|---|
|  | Date | Source |  |
| OCCASIONAL PAPERS |  |  |  |
| Kenneth W. Tidwell, A National Program of Education and Development: A Federal Realization of the Seventies (Occasional Paper #2) | 1969 | SEL | Paper written in answer to a request by the United States Government for suggestions for the formulation of national educational policies, particularly those policies which the federal government will support and administer.<br>TA: Government officials and educators. |
| Kenneth W. Tidwell, Reaching the Disadvantaged: A Report of SEL's Progress, 1969-70 (Occasional Paper #3) | 6/70 | SEL | A review of the past year's progress in achieving the mission of SEL.<br>TA: SEL Regional Council. |
| Robert C. Mardian, School Desegregation--Part of a Larger Problem (Occasional Paper #4) | 6/70 | SEL | Address to SEL Regional Council and Board by the Executive Director of the President's Cabinet Committee on School Desegregation, printed by SEL.<br>TA: SEL Regional Council, Board members, and other interested persons. |

| Program, Title and Author | Availability Date | Availability Source | Purpose of Publication and Target Audience |
|---|---|---|---|
| INFORMATION SERVICES | | | |
| SEL Report | periodically | SEL | A newsletter issued periodically as an external communication medium by which specific publics are informed about the Laboratory's activities and products.<br>TA: A mailing list of approximately 2,000 persons involved in research/development, government, public schools, etc. |
| Lab Nous | periodically | SEL | A newsletter issued periodically as an internal communication medium by which specific publics are informed about the Laboratory's activities and products.<br>TA: Personnel in cooperating schools, Laboratory staff, Board of Directors, Regional Council, and USOE personnel. |
| SEL Brochures and News Releases | periodically | SEL | Laboratory brochures and news releases describe briefly the programs, products, events or procedures of SEL by means of textual and graphic information. Presently available are the following: A general review of the Laboratory's involvement in the Southeast: "Reaching Out to the Disadvantaged"; five product brochures on the Readimobile, the Multisensory Language Development Project, the Language Reinforcement Games, the Pathways to Better Schools Series, the Wisconsin Research & Development Center materials.<br>TA: General public, as well as particular publics requiring information on the Laboratory. |

## PREVIOUS SEL PUBLICATIONS STILL PERTINENT AND AVAILABLE

| Program, Title and Author | Availability Date | Availability Source | Purpose of Publication and Target Audience |
|---|---|---|---|
| 100: COMMUNICATION SKILLS | | | |
| Helen C. Lynch, Handbook for Classroom Videotape Recording | 1969 | SEL/ERIC | An outgrowth of almost two years of the Lab's experience in videotaping, this manual is designed to facilitate processes as a direct means of improving learning in the classroom.<br>TA: Educators. |
| Lee A. Pederson, An Annotated Bibliography of Southern Speech (Monograph #1) | 1968 | SEL/ERIC | This work was compiled as a convenient reference guide for students of language concerned with regional and social variation in Southern speech; its aim is to serve educators concerned with non-pathological problems of linguistic deviation in the South.<br>TA: Linguists and other educators. |
| Charles H. Adair & Allan R. Kyle, Effects of Feedback on Teacher Behavior (Monograph #2) | 1969 | SEL/ERIC | A research study which assesses the effects of videotape feedback to teachers as a means of changing their question-asking behavior.<br>TA: Teachers and other educators. |
| Susan H. Houston, Child Black English in Northern Florida: A Socio-linguistic Examination (Monograph #3) | 1969 | SEL/ERIC | A pilot investigation of the language of children in one county of rural northern Florida, this report discusses the linguistic composition of Florida Child Black English, as well as such socio-linguistic topics as bidialectism, reading problems, and reasons behind reports of the children's nonfluency<br>TA: Linguists and other educators. |

# PREVIOUS SEL PUBLICATIONS STILL PERTINENT AND AVAILABLE

| Program, Title and Author | Availability<br>Date | <br>Source | Purpose of Publication and Target Audience |
|---|---|---|---|
| RURAL ISOLATED SCHOOLS PROGRAM | | | |
| SEL Pathways to Better Schools Series | 1970 | SEL | A seven-part package intended to assist rural schools in identifying problems in their programs and creating solutions to them. The series includes the following:<br>1. Comprehensive Planning Guide<br>2. Organization for Instruction Program<br>3. In-Service Training Program<br>4. Reading Program<br>5. Dropout Reduction Program<br>6. Preschool Training Program<br>7. Communication Skills Program<br>TA: Administrators of rural school systems. |

## PREVIOUS SEL PUBLICATIONS STILL PERTINENT AND AVAILABLE

| Program, Title and Author | Availability Date | Source | Purpose of Publication and Target Audience |
|---|---|---|---|
| OPERATIONAL PAPERS | | | |
| Harry L. Bowman, The Product Development Process (Operational Paper #1) | 1969 | SEL/ERIC | A paper which includes a definition of development, some differences between educational research and development, and a discussion of the product development process.<br>TA: In house document available to other interested persons. |
| Edward G. Barnes, Rationale for Implementation of the Product Development Process (Operational Paper #2) | 1969 | SEL | This paper delineates a basic organizational and functional plan for SEL. It presents a means by which the development of educational products may be strengthened, while maintaining progressive continuity of the ongoing Lab program.<br>TA: In house document. |

## PREVIOUS SEL PUBLICATIONS STILL PERTINENT AND AVAILABLE

| **Program, Title and Author** | **Availability**<br>**Date** | <br>**Source** | **Purpose of Publication and Target Audience** |
|---|---|---|---|
| INFORMATIONAL PAPERS | | | |
| Paul G. Orr, A History of SEL | 1969 | SEL | A review of the evolution of SEL from its inception in 1966 to 1969, the document attempts to explain the premises upon which the Lab's present program structure and activities are based.<br>TA: Persons interested in understanding the Lab's present structure and concerns. |
| SPECIAL REPORTS | | | |
| Edward G. Barnes, An Evaluation of Three Projects at the Southwest Mississippi Data Processing Center (Special Report #1) | 1969 | SEL | A report of Dr. Barnes' coordinatio of the 1968-69 evaluation of Title III, ESEA projects OE-173, OE-3527, OE-4721 at the Southwest Mississippi Data Processing Center.<br>TA: The McComb Mississippi School Administration. |

## PROJECTED FY 1971 PUBLICATIONS & REPORTS INDEX

| Program, Title and Author | Availability Date | Source | Purpose of Publication and Target Audience |
|---|---|---|---|
| Teacher's Handbook, SEL/Project Language (Level II) | 1971 | SEL | A guide for teachers using the program. It will include general objectives, rationale, evaluation techniques, etc.<br>TA: Educators. |
| Formative Evaluation of SEL/Project Language (Technical Report) | 1971 | SEL | A report of formative pilot test for SEL/Project Language.<br>TA: Product developers and interested school systems. |
| SEL/Project Language Conference | 1971 | SEL | Report of conference held for teachers involved in testing SEL/Project Language.<br>TA: In house document. |
| Word Attack Resource File | 1971 | SEL | This document will be used by participating teachers as a reference source.<br>TA: Teachers. |
| Resource File Workshop Report | 1971 | SEL | Report of conference held for teachers administering WDRSD.<br>TA: In house document. |
| Summative Evaluation of WDRSD: Word Attack (Technical Report) | 1971 | SEL | A report of summative field test for WDRSD: Word Attack.<br>TA: Product developer and others interested. |
| Formative Evaluation of PLDK, Level P, Teachers Checklist Guide Sheets (Technical Report) | 1971 | SEL | A report of formative field test of PLDK, Level P, Checklists.<br>TA: Interested school systems. |
| Evaluation of Karnes Ameliorative Program (Technical Report) | 1971 | SEL | A report of summative field testing of KAP.<br>TA: Interested school systems. |

## PROJECTED FY 1971 PUBLICATIONS & REPORTS INDEX

| Program, Title and Author | Availability<br>Date | Source | Purpose of Publication and Target Audience |
|---|---|---|---|
| Teacher's Handbook, SEL/Project Language (Level II) | 1971 | SEL | A guide for teachers using the program. It will include general objectives, rationale, evaluation techniques, etc.<br>TA: Educators. |
| Formative Evaluation of SEL/Project Language (Technical Report) | 1971 | SEL | A report of formative pilot test for SEL/Project Language.<br>TA: Product developers and interested school systems. |
| SEL/Project Language Conference | 1971 | SEL | Report of conference held for teachers involved in testing SEL/Project Language.<br>TA: In house document. |
| Word Attack Resource File | 1971 | SEL | This document will be used by participating teachers as a reference source.<br>TA: Teachers. |
| Resource File Workshop Report | 1971 | SEL | Report of conference held for teachers administering WDRSD.<br>TA: In house document. |
| Summative Evaluation of WDRSD: Word Attack (Technical Report) | 1971 | SEL | A report of summative field test for WDRSD: Word Attack.<br>TA: Product developer and others interested. |
| Formative Evaluation of PLDK, Level P, Teachers Checklist Guide Sheets (Technical Report) | 1971 | SEL | A report of formative field test of PLDK, Level P, Checklists.<br>TA: Interested school systems. |
| Evaluation of Karnes Ameliorative Program (Technical Report) | 1971 | SEL | A report of summative field testing of KAP.<br>TA: Interested school systems. |

MODEL CITIES CERTIFICATION DATA

(not submitted)

# EQUAL EMPLOYMENT OPPORTUNITIES INFORMATION

Standard Form 100 (Revised)
January 1968
Approved BOB-124-R0002
100-105

# EQUAL EMPLOYMENT OPPORTUNITY

## EMPLOYER INFORMATION REPORT EEO-1

JOINT REPORTING COMMITTEE
- Equal Employment Opportunity Commission
- Office of Federal Contract Compliance
- Plans for Progress Program

Please use this form if box has preaddressed label.

AFTER YOU HAVE READ THE INSTRUCTIONS, MARK THE APPROPRIATE BOXES IN THIS CHECKLIST OF FORMS YOU ARE FILING.

**Single-establishment Employer:**
- ☒ Part I
- ☒ Part II
- ☐ Schedule A (if applicable)

**Multi-establishment Employer:**
- ☐ Part I (one report only)
- ☐ Part II (one for each reporting unit including company-wide and headquarters reports) INDICATE HERE THE TOTAL NUMBER OF REPORTING UNITS ..........
- ☐ Current List of Reporting Units
- ☐ Schedule A (one for each reporting unit, if applicable) INDICATE HERE THE TOTAL NUMBER OF DIFFERENT SCHEDULE A's FILED ..........

**Employer Not Required To File Part II:**
- ☐ Part I, Sections A, B, and E
- ☐ Schedule A (if applicable)

## PART I—COMPANY REPORT

Part I is to be filed in duplicate by all employers. An address label has been attached to the first Part I form of the booklet mailed to every Single-establishment Employer who filed last year. The form bearing the address label must be completed and filed with the Joint Reporting Committee as either the original or the duplicate of the company's Part I report. Every Multi-establishment Employer who filed last year will receive a List of Last Year's Reporting Units with its forms which contains the six digit EEO-1 Control Number for each Reporting Unit. THE APPROPRIATE EEO-1 CONTROL NUMBER MUST BE INSERTED BY ALL EMPLOYERS IN ITEM 1c OF THE FIRST SECTION OF EVERY FORM FILED WITH THE JOINT REPORTING COMMITTEE.

| See instructions | Section A—COMPANY IDENTIFICATION (To be answered by all employers) | OFFICE USE ONLY |
|---|---|---|
| 7a, 7c<br>9a(1) | 1. Company for which this report is filed.<br>a. Name of Company<br>Southeastern Educational Corporation, Inc. | a.<br>b. |

| Address (Number and street) | City or town | County | State | ZIP code | |
|---|---|---|---|---|---|
| 3450 International Blvd. | Atlanta | Fulton | Georgia | 30354 | c. |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 11j, 11m | b. Employer Identification No. | 5 | 9 | 1 | 1 | 1 | 2 | 6 | 8 | 5 | c. EEO-1 Control Number (of Headquarters Office) | | | | | | | d. |

2. Parent or affiliated company (Answer only if your company is a separate corporate entity owned or controlled by, or affiliated with another employer.)

| | a. Name of parent or affiliated company | b. Employer Identification No. |
|---|---|---|
| 9a(1) | N/A | |

| | Address (Number and street) | City or town | County | State | ZIP code |
|---|---|---|---|---|---|
| 11t<br>11j | | | | | |

See instructions

## Section B—EMPLOYERS WHO ARE REQUIRED TO FILE

*(To be answered by all employers)*

5 9a(2) NOTE.—ANSWER ALL QUESTIONS 1 THROUGH 4. If the answer is "Yes" to any of questions 1, 2, 3, or 4, you are required to complete a separate Part II, Reporting Unit Report, for each of your Reporting Units. If your answer is "No" to *all* these questions, complete Sections A, B, and E and return the form. If you have answered "Yes" to any of questions 1–4 but contend that you are not covered by the reporting requirements, return the form with a statement in Section D, "Remarks," indicating specifically why you claim to be exempt.

11e(1), 11f ☐ Yes ☒ No 1. Does the entire company have at least 100 employees in the payroll period for which you are reporting?

9b(2)(a) ☐ Yes ☒ No 2. If your answer to (1) is "No," is your company affiliated through common ownership and/or centralized management, with other entities in an enterprise with a total employment of 100 or more?

5b, 9b(2)(a), 11e(3), 11f, 12

3. Does the company or any of its divisions or establishments:

a. Have a prime contract, a first-tier subcontract, or a purchase order with any agency of the Federal Government or a Federal or Federally-assisted construction contract or subcontract at any tier, or serve as a depositary of Federal Government funds? . . . . . . . . . . ☒ Yes ☐ No

b. Have at least one such contract or order amounting to $50,000 or more, or serve as a depositary of Federal Government funds in any amount? . . . . . . . . . . . . . . . . ☒ Yes ☐ No

c. Have at least 50 employees in the payroll period for which you are reporting? . . . . . ☐ Yes ☒ No

☐ Yes ☒ No *Check "Yes" if a, b, and c, are all "Yes"; check "No" if one or more is "No."*

5c, 11e(2) ☐ Yes ☒ No 4. Is the company a member of the national Plans for Progress program (a voluntary organization through which it has signed a pledge with the Vice President of the United States to carry out the principles of equal employment opportunity)? IF A MEMBER ONLY OF A STATE OR LOCAL GROUP USING THE NAME "PLANS FOR PROGRESS," ANSWER "NO."

## Section C— FOR FEDERAL GOVERNMENT CONTRACTORS AND FEDERALLY ASSISTED CONSTRUCTION CONTRACTORS ONLY

(This section must be filled out by all employers who answered "Yes" to Section B, question 3. All other employers should proceed to Section E.)

9a(3) 12a–f, 13

1. Is the employer—*Mark one only*
   - 1 ☐ A prime contractor of the Federal Government?
   - 2 ☐ A first-tier subcontractor of the Federal Government?
   - 3 ☐ A Federal or Federally-assisted construction contractor or subcontractor at any tier?
   - 4 ☐ A depositary of Federal Government funds?

2. Is the equal employment opportunity clause included in all your contracts subject to Executive Order 11246?
   1 ☐ Yes 2 ☐ No

3. Have you informed your subcontractors of their responsibilities under Executive Order 11246?
   1 ☐ Yes 2 ☐ No

4. Compliance Agency—Note: A Compliance Agency is the Federal Government agency responsible for the employer's compliance with Executive Order 11246. (It is NOT the prime contractor, a State or local governmental body or the Joint Reporting Committee.) Answer one of the following questions. Answer b, c, or d, only if question a does not apply.

OFFICE USE ONLY

12g a. If the employer has been informed that a particular Federal Government agency has been named as his Compliance Agency, what is that Compliance Agency? . . . . . . . . . . . . . . . . . . Contract Compliance Division Office of Civil Rights, HEW e. ........

b. If the employer is a prime contractor for nonconstruction contracts of the Federal Government, with which Federal Government agency does the employer have the largest dollar volume of contracts? . . . . . . . . . ........ f. ........

c. If the employer is a first-tier subcontractor for nonconstruction contracts of the Federal Government—

(1) What is his prime contractor with which he has the largest dollar volume of subcontracts? . . . . . . . . . . . . . . . ........ g. ........

(2) What is that prime contractor's Compliance Agency? . . . . . . ........ h. ........

d. If the employer is a Federal Government construction contractor or subcontractor or is a Federally-assisted construction contractor or subcontractor, from what Federal Government agency does the employer receive the largest dollar volume of contracts and assistance? . . . . . . . ........ i. ........

## Section D—REMARKS

Use this item to give any identification data appearing on last report which differs from that given above, explain major changes in employment, changes in composition of reporting units, and other pertinent information.

## Section E—SIGNATURE AND IDENTIFICATION *(To be answered by all employers)*

NOTE.—If your Part II reports are completed at company headquarters, the company official accepting responsibility for them may so indicate here. He will then not be required to sign each Part II report.

Name (Signature)

9a(4) I am also signing and accepting responsibility for all Part II reports ☒

Date: September 1, 1970

Name (Type or print): Kenneth W. Tidwell

Address (Number and street): 3450 International Blvd.

Title: Executive Director

City and State: Atlanta, Georgia

ZIP code: 30354

Telephone — Area code: 404 Number: 766-0951 Extension: 22

WILLFULLY FALSE STATEMENTS ON THIS REPORT ARE PUNISHABLE BY LAW, U.S. CODE, TITLE 18, SECTION 1001

See section 2 of instructions for penalties for failure to file

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Standard Form 100 (Revised)
January 1968
Approved BOB-124-R0002
100-105

# EQUAL EMPLOYMENT OPPORTUNITY

## EMPLOYER INFORMATION REPORT EEO-1

JOINT REPORTING COMMITTEE
- Equal Employment Opportunity Commission
- Office of Federal Contract Compliance
- Plans for Progress Program

## PART II—REPORTING UNIT REPORT

Part II must be completed and filed in duplicate by all employers required to submit employment data (all who have answered "Yes" to any one of questions 1, 2, 3, or 4 of Section B on Part I—Company Report). A separate Part II must be filed for each Reporting Unit of a Multi-establishment Employer, including a Part II Consolidated Report summarizing the data for the entire company. A Single-establishment Employer must file one Part II with its Part I form. A list of Reporting Units for which reports were filed last year is enclosed with the forms mailed to all Multi-establishment Employers. The list contains a 6-digit EEO-1 Control Number that has been assigned to each Reporting Unit. For Single-establishment Employers the EEO-1 Control Number is shown on the address label attached to the first Part I form.

See instructions

### Section F—REPORTING UNIT IDENTIFICATION

(To be answered in full. Insert EEO-1 Control Number assigned to this Reporting Unit in item 1c. If this is a new Reporting Unit, write "New Unit" in 1c. Leave 1c blank only if you did not file last year.)

OFFICE USE ONLY

7b, 8, 9b(1) 1. Reporting unit for which this report is filed. (If a combined report covering two or more units, please indicate and identify the area covered by the combined report.) j

a. Name of reporting unit: Southeastern Educational Corporation, Inc. k.

| Address (Number and street) | City or town | County | State | ZIP code | |
|---|---|---|---|---|---|
| 3450 International Blvd. | Atlanta | Fulton | Georgia | 30354 | l. |

11j, 11m b. Employer Identification No. 5 9 1 1 1 2 6 8 5

c. EEO-1 Control No. m.

### Secton G—EMPLOYMENT DATA

1. Employment of this reporting unit.—Report all permanent, temporary, or part-time employees unless specifically excluded as set forth in section 11f of the instructions. Enter the appropriate figures on all lines and in all columns. Blank spaces will be considered as zeros. *(See section 9b(2) of the instructions on how to fill out this table, and section 10 for a description of the job categories.) In columns 1, 2, and 3, include all employees in the reporting unit, not merely those in minority groups.*

1, 2, 3, 14

9b(2)

10

| Job categories | ALL EMPLOYEES | | | MINORITY GROUP EMPLOYEES | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Male | | | | Female | | | |
| | Total (Col. 2+3) (1) | Male (2) | Female (3) | Negro (4) | Oriental [1] (5) | American Indian [1] (6) | Spanish Surnamed American [1] (7) | Negro (8) | Oriental [1] (9) | American Indian [1] (10) | Spanish Surnamed American [1] (11) |
| Officials and managers | 2 | 2 | | | | | | | | | |
| Professionals | 15 | 12 | 3 | 1 | | | | | | | |
| Technicians | 4 | 2 | 2 | | | | | 1 | | | |
| Sales workers | | | | | | | | | | | |
| Office and clerical | 11 | 0 | 11 | | | | | 2 | | | |
| Craftsmen (Skilled) | | | | | | | | | | | |
| Operatives (Semi-skilled) | | | | | | | | | | | |
| Laborers (Unskilled) | | | | | | | | | | | |
| Service workers | | | | | | | | | | | |
| TOTAL → | 32 | 16 | 16 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 |
| Total employment from previous report *(if any)* | 40 | 18 | 22 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 |

*(The data below shall also be included in the figures for the appropriate occupational categories above)*

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| On-the-job trainees [2] | White collar | | | | | | | | | | | |
| | Production | | | | | | | | | | | |

[1] See explanation of "minority group identification" in section 9b(2) of the instructions. The term, "Spanish Surnamed American," includes all persons of Mexican, Puerto Rican, Cuban, or Spanish origin. The term, "American Indian," does not include Eskimos and Aleuts.

[2] Report only employees enrolled in formal on-the-job training programs.

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☐ n ☐ o ☐ p ☐ q ☐ r ☐ s

See Instructions

## Section G—EMPLOYMENT DATA—*Continued*

2. *Please note that in this year's report, the line requiring employment data for apprentices has been deleted from the table on the reverse side and replaced by Apprenticeship Schedule A.*

11x, 11y a. Does this Reporting Unit employ apprentices?

1 ☐ Yes 2 ☒ No

b. If "Yes," is Apprenticeship Schedule A attached?

1 ☐ Yes

2 ☐ No—Apprentices were reported earlier on Apprenticeship Information Report EEO-2

3 ☐ No—other reason (explain in Section I "Remarks").

3. How was information as to race or ethnic group in section G1 obtained?

9b(2) Please note that these data may be obtained by visual survey or post-employment records. Neither visual surveys nor post-employment records are prohibited by any Federal, State or local law. All specified data are required to be filled in by law.

1 ☒ Visual Survey 3 ☐ Other—Specify

2 ☐ Employment Record

4. Dates of payroll period used—You should gather and report employment data at the reporting unit during only one payroll period in December, January or February. Multi-establishment employers need not use the same payroll period for all units.

September 1, 1970

5. Date of last report submitted for this reporting unit

February 28, 1969

☐ No report filed for this unit last year.

6. Are there any employee facilities (i.e., drinking fountains, rest rooms, recreational areas, lunchrooms, etc.) at this reporting unit which are provided for employees on a racially separate basis?

1 ☐ Yes

2 ☒ No

## Section H—REPORTING UNIT INFORMATION

9b(3), 11k, 11l 1. Indicate by marking in the appropriate box the unit for which this copy of the form is submitted (MARK ONLY ONE BOX).

(1) ☒ Single-establishment Employer—has no more than one establishment.

8a–d, 11p, 11q (2) ☐ Companywide Consolidated Report of Multi-establishment Employer. (Filing of a consolidated Part II for the entire company is required. Do not file a consolidated report for Apprenticeship Schedule A.)

(3) ☐ Principal or headquarters office. (A separate report is required in all cases.)

(4) ☐ Individual establishment at one location only. (Separate report required unless special rules apply.)

The following are designated Combined Reporting Units and are described in Section 8e of the instructions. If you check one of these, your Part II report must include an attachment giving the address and total employment of each establishment covered by the report. Note that (5) through (9) may be applied to establishments in the Retail Trade, Wholesale Trade, Finance, Insurance, Real Estate, and Service Industries, regardless of size, as well as establishments with less than 50 employees in other industries.

8e, 11o, 11v (5) ☐ Combined unit of two or more establishments located in a Designated City.

(6) ☐ All establishments in the same Standard Metropolitan Statistical Area.

11s, 15, 16 (7) ☐ All establishments in the same Standard Metropolitan Statistical Area excluding those located in the Designated City of

(8) ☐ Only those establishments in the same Standard Metropolitan Statistical Area located in the State of

(9) ☐ Combined unit of two or more establishments located within the same State *outside* of any Standard Metropolitan Statistical Areas.

(10) ☐ Combined "small establishment report" of units located in two or more States and qualifying for special reporting method. (List showing employment figures by occupation and State must be attached as instructed.)

(11) ☐ Combined reporting unit of establishments on basis other than in (5)–(10). Prior written permission from the Joint Reporting Committee for a Special Reporting Procedure must be obtained to report in this manner.

(12) ☐ Other—Explain.

9b(3)(b) 2. If you have marked (1), (3) or (4) above—is the location of the establishment the same as that reported last year?

1 ☒ Yes 2 ☐ No 3 ☐ No report last year

3. Is the major activity at this reporting unit the same as that reported last year?

1 ☒ Yes 2 ☐ No 3 ☐ No report last year

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9,b(3) (c),11r 4. What is the major activity of this reporting unit? *(Be specific, i.e., manufacturing steel castings, retail grocer, wholesale plumbing supplies, title insurance, etc. Include the type of product or type of service provided. "Manufacturing," "Wholesale," "Retail," "Processing," "Sales," etc., are not sufficient.)*

Educational Research

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## Section I—REMARKS

Use this item to give any identification data appearing on last report which differs from that given above, explain major changes in employment, changes in composition or reporting units, and other pertinent information.

## Section J—SIGNATURE AND IDENTIFICATION *(To be answered by a designated official of the Reporting Unit)*

9b(4) Please note that the signature of a responsible Reporting Unit official is not required if all Part II reports are prepared at headquarters and signed for in Part I. In that event, check the designated box in place of the signature. All other information in this Section must be completed.

Name (Signature)

Check here if signed for by a company headquarters official in Part I ☒

Date: September , 1970

Name (Type or print): Kenneth W. Tidwell

Title: Executive Director

Address (Number and street): 3450 International Blvd.

City and State: Atlanta, Georgia

ZIP code: 30354

Telephone: Area code 404 Number 766-0951 Extension 22

WILLFULLY FALSE STATEMENTS ON THIS REPORT ARE PUNISHABLE BY LAW, U.S. CODE, TITLE 18, SECTION 1001

See section 2 of instructions for penalties for failure to file